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MONTANA

QUARTERLY

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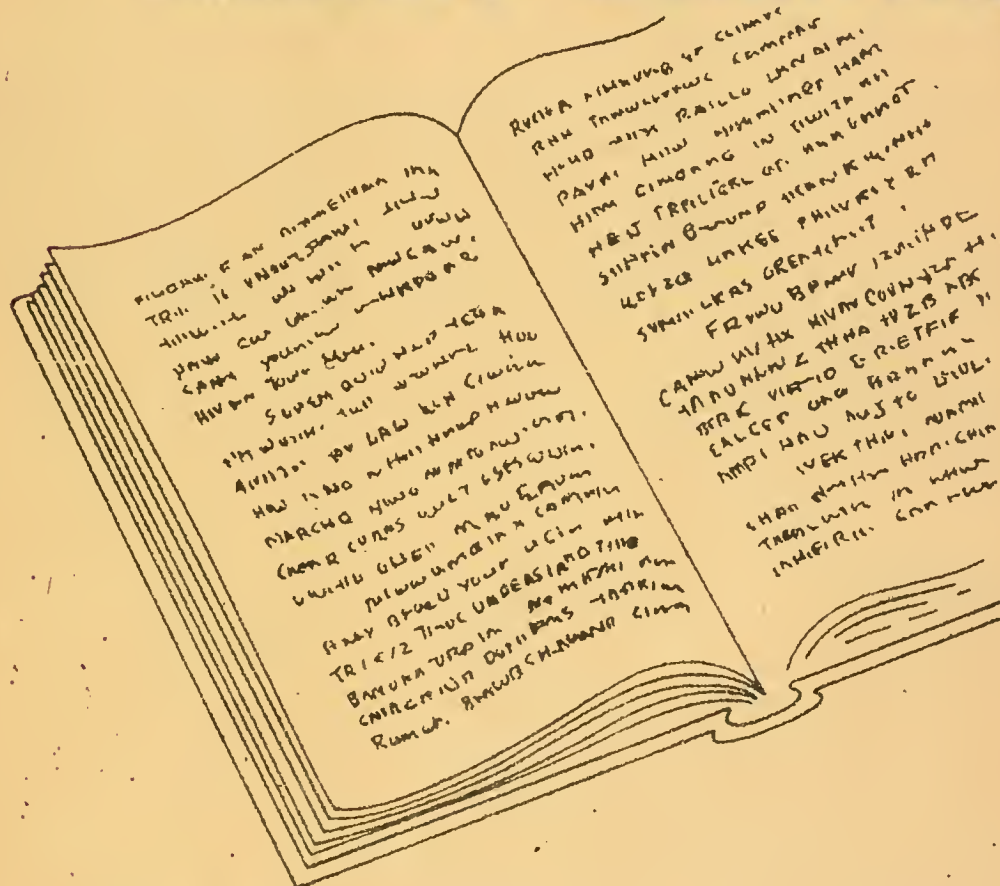
OFFICIAL PUBLICATION OF THE
MONTANA STATE LIBRARY ASSOCIATION

Oct. 1961

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MONTANA

LIBRARY QUARTERLY



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MONTANA STATE LIBRARY ASSOCIATION

THE MONTANA LIBRARY QUARTERLY

Vol. 7, No. 1

October 1961

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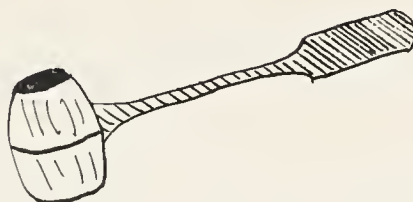
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PRESIDENT'S FOREWORD



"O, it sets my heart a clickin' like the tickin' of a clock,

When the frost is on the punkin and the fodders in the shock."

Riley

Greetings to all of you as our hearts are "clickin'" in extending a warm welcome to our new Division of Trustees and Friends.

It seems only a few short months since we named our first State Chairman of the Friends of the Library. The dedication of our past state chairmen and of our few but well-organized local groups of the Friends of the Library were the seeds to this rich harvest.

We know that with such an added united effort from all of us in the Montana State Library Association we can make books and ideas vital working forces in the educational, social and cultural needs of the people of Montana.

After vacations of study, travel and recreation, let's greet the opening of schools, Children's Book Week, the many new book selections with a fresh endeavor.

My grateful appreciation to all of you who accepted committee responsibilities so readily.

Mrs. Nydia Moore, Great Falls Public Library, Mrs. Mildred Valach, Custer County High School Library and John G. Moran, Harlowton High School Library, recipients of the MSLA Scholarships to the Workshop at Montana State University, express their sincere appreciation to the Association. I, too, attended the Workshop and I join them in feeling privileged in sharing the guidance and counsel of Gretchen Knief Schenk.

There is much tilling ahead of us but the harvest indeed can be great.

With my best wishes,

Clare M. Smith
President

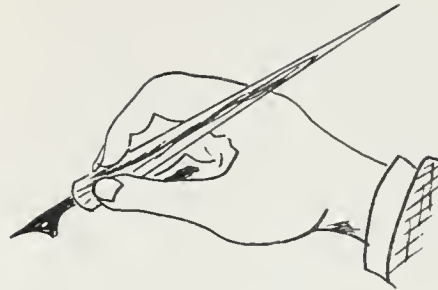
ALA Midwinter

Chicago

Jan. 29 - Feb. 3

1962

Editorial



The problem of subscription books has been with us for a long time. It was the main reason why back in 1917 the PNLA began the Subscription Books Bulletin, since taken over by the ALA. Up until then there was no way for a librarian or for the general public to appraise the real worth of sets pushed by high pressure salesmen. Many of the undesirable selling practices of earlier days have been discontinued but from time to time we run into a bad situation.

One of our leading encyclopedia publishers in recent years somewhat tarnished its reputation by questionable sales methods, mostly to the general public.

Not long ago, two of us were subjected to a going over by a couple of individuals which, as I look back on it, seems incredible. They began by calling on the College President and then came to the Library with the gambit that he was horrified that we did not have the set they were selling. Knowing my President, I had no doubt about the inaccuracy of this. We were subjected to bullying, to insults, and to threats, and in the midst of my

annoyance, I was interested to see to what lengths they would go. Had they not left of their own accord, I had reached the point where I would have ordered them out. This was the second experience I had had over this particular set; the first one was a different approach by a different man, but equally nerve-racking. The product is a somewhat expensive set used largely for adult education.

This editorial is just to remind you that you don't have to put up with any unmannerly book salesman. Don't be pressured into buying any set until you have had a chance to check into its worth. If you do not have the Booklist-Subscription Books Bulletin, write to Ruth Longworth for information. The set isn't going out of print while you are checking. And if the salesman is rude and overbearing, show him the door, as I shall certainly do if anyone from the outfit I've described above ever comes again. Also, if you do run into such a distressing situation, you would be doing the publisher a kindness to write and tell him what his salesman is doing.

Editorial Note: This issue is devoted to the interests of the Trustees and Friends of libraries, which are our interests too. Nationally, the recognition of trustees has come through the acceptance of the American Library Trustees Association as a division of ALA. Within Montana and locally in our communities, the importance of friends and trustees has been increasingly recognized, and the last few conferences of MSLA have specifically provided for them on the program. Working together for the encouragement of reading and the consequent development of libraries is one of the essential programs in our world of today. The Quarterly is proud to make this issue available for reports and articles on the work of our trustees and friends, and we hope that this may be an annual event.

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ALTA Comes Of Age

Mrs. R. D. Warden*

For the first time in 70 years, the trustee of the public library has been recognized as an integral part of the American Library Association. In the first major change within the structure of ALA since its massive reorganization in 1956-57, the American Library Trustee Association has been admitted as a division, effective September 1, 1961. Since 1890, a trustee group has functioned at the national level and has passed through many phases until it has reached the highest goal of its organization, to be considered on a par with the other divisions of ALA. I'm so proud that as the first membership chairman for Montana under the new division status, I can welcome Montana residents to this group.

Those of us who have served in the past as trustees or who are now serving on local library boards, realize that this is a step which has raised the importance of the trustee to its proper place. Without dedicated and out-going trustees, the importance of the library would diminish in a community instead of increase.

We've reached the goal of a division and what are you going to do about it? You know, that it is YOU, the trustee in each and every city and town in the state of Montana, who will help to build up the organization and who will gain from this build-up.

*Mrs. Warden is State Chairman for ALTA.

What can a trustee anywhere do for the ALTA? First of all, you can share your pleasures, your disappointments, your successes and your failures with other trustees. Maybe a solution to her problem or to your problem can be found by corresponding with another trustee or from receiving the "Public Library Trustee" bulletin, the official publication of the American Library Trustee Association.

The president of the national organization, Mrs. Weldon Lynch of Oakdale, La., says that she and her staff will continue to strive to achieve the highest possible degree of service to each individual member. ALTA is essentially a person-to-person operation and it is her plan to help you wherever and whoever you are.

The national group will offer group-education experiences to you at national conferences, help you in self-education and be available at all times for personal counsel.

The goal of every library board in Montana must be to have at least one board member belonging to ALTA. This will only cost \$6. Since this is legitimate library expense, it should and must come out of your budgeted funds for your library. With this \$6 you will buy insurance for your library. You will be able to serve with a definite purpose on your board. You will be strong because you will know how and what to do to improve your library and its service to the surrounding communities. You will not stand alone but together with others who want the library to become the most important single place in the community.

Where else will you find the answers to those questions? Only through membership in ALTA can you experience the togetherness that will put Montana libraries among the best in the nation.

Mrs. Raymond A. Young, keynote speaker at the national convention in July, made the following statement that I would like to repeat: "A library trustee builds with no such predictable materials as brick and stone. His fabric is....the mind of man. It is our public libraries, and what they offer, that decide what man knows, and what he thinks, and what he does....And that public library's free existence in a free world is a responsibility that falls squarely on the shoulders of the library trustee."

ALTA's officially approved field of responsibility follows:

The American Library Trustee Association is interested in the development of effective library service for all people in all types of communities and in all types of libraries; it follows that its members are concerned as policy-makers with organizational patterns of service; with the development of competent personnel; the provision of adequate financing; the passage of suitable legislation; and the encouragement of citizen support for libraries. ALTA recognizes that responsibility for professional actions in these fields has been assigned to other divisions of ALA; its specific responsibilities as a division therefore are:

1. A continuing and comprehensive educational program to enable the library trustees to discharge their grave responsibilities in a manner best fitted to benefit the public and the libraries they represent.
2. Continuous study and review of the activities of library trustees.
3. Conduct of activities and projects within its area of responsibility.
4. Synthesis of the activities of all units within ALA as they relate to trustees.
5. Stimulation of the development of library trustees, and stimulation of participation by trustees

in appropriate type-of-library divisions.

6. Representation and interpretation of the activities of library trustees in contacts outside the library profession, particularly with national organizations and governmental agencies.

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Trustees And The Library Image

Mrs. O. F. Lohse*

Inspiration, good thought-provoking ideas and practical, specific programs-these were given to me in abundance at the Montana State Library Association's annual convention at Glendive last spring. The theme of the convention "The Library Image" had a particular meaning for me as I had seen our own library, since it had become part of the federation with Great Falls, change from a musty little place with a small collection of fiction open only a few hours a week to a bright, busy genuine library. Another image of mine which has changed was of a typical Carnegie library in a large town. The children's room in the basement was quite similar to those in most libraries today, but when I graduated to adult reading upstairs and tiptoed across the polished brown linoleum in the hushed atmosphere it seemed to me there should have been a sign saying, "This library for learned people only." And now I know that it is the trustee's responsibility to see that the public's idea of a library as either just a place to get a story book or as a place too awesome to venture into is changed. It is his job to see to it that everyone knows that there is something in the library for him and that "The Door is Open". He must give the public an image of a library that is alive and active and bustling, colorful with book displays, bright bulletin boards, fascinating exhibits, and above all

*Mrs. Lohse is a Library Trustee at Valier.

of one that reaches out into the community.

In order to do this effectively the trustee must be interested and enthusiastic; he must be informed, and above all he must be active. It is his responsibility to know or to find the various groups in the community for the library to serve. These groups are not only the organized clubs such as P.T.A., Home Demonstration, Garden, American Legion, church societies and so on, but the general groupings of the children, the elderly, the shut-ins, the farmers, business people, young married and families of the mentally ill.

With his fellow board members and the librarian the trustee can plan a program of reading and library use for each of these groups. Just a few of the many practical suggestions brought out in the panel discussions at the convention and which appealed to me as useful in my community are: a story hour for children, a reading list that would be helpful to families of the mentally ill, a reading list for young mothers and one for businessmen printed on a handy-sized card that would fit into a bill-fold, letters or talks to organizations asking how the library can serve them in obtaining special books or movies, invitations to organizations to arrange exhibits in the library of their special interests, proposals to the whole community to help in making a collection of historical material, invitations to business people to take their coffee break in the library, requests for help in decorating the library for Christmas and other holidays and requests for help in celebrating Book Week and Library Week.

When thinking of story hours, hospitality in the library, special decorations and celebrations, the trustee should remember the Friends.

He should organize them and draw them close to the library. In Valier we ask the Friends to attend a board meeting in the fall so that activities may be planned and all manner of things talked over, such as book selection or hours that the library should be open. We believe that the more people have a hand in library affairs the better the image will be projected. The more people who say "our library" "our circulation", "we must do this or that" the better. There are many kinds of publicity to use in this projection of the library image but word of mouth is one of the best. The principle of person-to-person and "Each One Tell One" given to us at the convention applies particularly to the Friends.

The librarian, the trustees and the Friends can all be enthusiastic salesmen for the library and its services, but it is the trustee's explicit responsibility not only to create the Library Image in the first place but to keep it bright.



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The Reading Habit - A Priceless Treasure

Sara Kerr*

Through the Federal Library Services Act and the efforts of our State Library Commission, the Fallon County Library has become a living institution in our community of Baker, whose population under 2500 classifies us rural non-farm.

I live near the library and it is a real thrill when going home on a cold winter night to see the children streaming in and out with arm loads of books. Another thrill is to visit a farm home, with no books in sight except a pile of children's books from the library.

Thrilling as these experiences are, we who are interested in libraries must face the cold fact that if we get public support for them, libraries need to be used by all age groups and not just thought of as something for children. How to get adult readers is a challenge to all those who are interested in libraries. It is my belief that in spite of all our skill in methods of mass communication, nothing takes the place of direct person to person contact. I have in mind a young woman in our community who became deeply concerned over the message in A Nation of Sheep by Lederer and had no more finished it when she started a campaign to get all her friends and acquaintances to read it. Mrs. Alice Newell, our librarian, tells me the library now

*Miss Kerr is County Home Demonstration Agent at Baker.



has a long waiting list of people wanting to read A Nation of Sheep because of Ann's promotion. Once they get in the library they may see something else of interest.

I think escape reading of fiction purely for entertainment has not the importance that it once had in our lives. This may be due to television. However, I think TV has been a factor in getting the public interested in public affairs and making them realize they are citizens of the world. If we are to take our place in world leadership we must be informed citizens and the library is one good source of material.

People have leisure time to pursue hobbies and have outside interests. But how many people know that the library can help those who want to collect rocks, or do square dancing, study religions, learn to sew or to conduct a good business meeting? Will you accept the responsibility of telling them? Before telling them you must first get acquainted with your own library.

In addition to the library promotion you can do individually, what can you do through your club? How many organizations do you belong to? How many could profitably have a good program on books or reading?

Last year we had a home demonstration club program on biographies which was called Make New Friends Through Books. This has possibilities for many organizations, such as biographies of religious or political leaders, depending on interest of group.

Miss Amy Wold usually includes a reading list with her lessons on family life. We have especially profited from this in the project on Understanding the Adolescent. The sympathetic portrayal in fiction of the problems of growing up can be very helpful to leaders and

parents. Other areas of home demonstration programs can be supplemented from the library whether the project be dress making, slip covers or foreign cookery.

A good place to begin a reading project is with books about Montana or by Montana authors. Had you considered the possibility of getting a Montana author to some affair in your community? Many of our home demonstration club members will never be the same after seeing and hearing Mrs. Howard Place, who shared with them the problems of being an author, homemaker and mother. (She too has trouble getting her children to do the dishes!)

This year our home demonstration program will include a meeting on New Books for 1962. Because our library is small we will divide the group and have the training schools in two sessions at the library itself. I'm guessing we will have people there who have never been inside the library before.

Some people, who are already readers, can be reached through the cold fact of why spend your own money for books when you can borrow them from the library, but they need to know the books they want to read are in the library. In the age of mobility people are less interested in acquiring libraries than they once were.

Whatever you can do to promote interest in libraries the most important thing is what reading can mean to the individual. In this world of uncertainty Arthur B. Langlie has expressed that very well--"Whoever forms a reading habit will never lose it. It is a treasure no one can take from him. It contains wealth that neither poverty, nor old age nor misery can tarnish. Thieves cannot steal it, nor storms destroy it and, like vintage wine, it can only improve with age."

What The Library Means To Whitefish

Mrs. H. V. Adair*

"How did you EVER manage to get a Library like THIS?" is a question that Whitefish librarian, Mrs. Mable Engelter, meets again and again.

And no wonder. For the questioner, be he tourist or visiting friend of a proud resident, finds an almost "model library" when he mounts the short flight of steps to the second floor of the Whitefish city hall.

You can be sure the reply is one the librarian never tires of making, and it always includes the statement, or one similar to it, "It was made possible by many people, working and planning together, for many years, both as individuals and as organizations."

As the visitor looks at the well-designed arrangement of 12,000 books in the more than 3400 sq. feet of floor space, and is invited to see it all, he can get a "capsule history" of the almost 40-year growth of the Whitefish Public Library. Far oftener, though, he is anxious to know the full story--the story of how this western Montana town of 3200 people, in a four-year period, achieved a library that, in addition to being a showplace, won a John Cotton Dana Publicity Award, a Dorothy Canfield Fisher Memorial Award and was the subject of a nationally distributed publication of

*Mrs. Adair is a member of the Whitefish Library Board.

the U. S. Department of Health, Welfare and Education, entitled, THE STORY OF A SMALL PUBLIC LIBRARY UNDER THE LIBRARY SERVICES ACT.

The beginnings go back to the efforts of the Whitefish Women's club to foster a library from a single shelf of donated books in the office of the city clerk. With volunteer workers and more donated books, the library moved into a small building adjacent to the city hall in 1925.

Encouraged by city tax support in 1943 the library grew and hopes stirred for more room. More shelf space, though no more floor space, was provided in 1946 for the, by now, 6000 books, when the library moved into a small basement room of the city hall.

Citizens' actions crystallized when, in 1950, \$2500 was given anonymously to the city for a library building. Mass meetings were called. A Library Association organized and individuals and groups pledged support in time and materials. Fund-raising for the hoped-for library became one of the community's major social and civic activities.

Study proved an adequate library could be maintained only in a city building. (A tax-wise fact-of-life, usually, for a small community.) Also needing improved and enlarged quarters was the \$50,000 worth of equipment of the 25-member Volunteer Fire Department. Other city offices were dingily housed. A new city hall was the obvious answer. This called for a bond issue and a vote of the taxpayers.

Here the knowledge of the expected passage of the Library Services Act provided additional stimulus to key workers. Obviously, to benefit from its provisions, Whitefish must first help itself. Service could not be "extended" to others until out-grown facilities were replaced to meet glaring local needs.

The needs were explained. The ideas and plans presented. A vigorous campaign undertaken. The bond issue passed.

Yet, in the more than half of the second floor of the large new city hall set aside for the city library, all that was available was space, light, and heat. Books the library had. Shelves, cabinets, equipment were needed.

Now the more than \$5200 raised by the Library Association and other cooperating groups helped with the answer. The anonymous gift purchased the Remington Rand charging desk, card files and other itmes. All this, supplemented by books and additional materials, guidance, direction, and cooperative programming under the Library Services Act produced this "model library", dedicated March 23, 1958.

Gifts to the library continue, many as Memorial Books, others as funds, providing cabinets, tables, and special furnishings. The library continues to grow. Circulation increased 68% the first year in the new quarters and steadily climbs. Its program expands, but the challenge continues.

What does the Library mean to its users?

"A surprising revelation, a delight," says a new resident from a metropolitan center. "The difference between many happy hours, or long hours of boredom," an older woman explains. "Next in importance to my church in its influence in my life," a young woman volunteers.

"It is 'the staff of life' to a student in his search for knowledge," in the opinion of a high school

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What does the Library Mean to Whitefish? It means concrete proof that a goal CAN be reached. But it is evidence, too, that a widening vista always extends beyond the goal.

And it is towards that vista of continuing expanding services that the Library Services Act provides its most valuable benefits and its most vigorous challenges to the Whitefish Library, as it does to all small libraries everywhere.

Montana
State Library
Association

Missoula

May 4-6

1962

Friends Publicize The Bookmobile

Mrs. R. E. Musser*

For the past several years I've been engaged in guerrilla warfare with various groups of church, community and nation that seem intent upon capturing me, my time and my small talents to do their work for them. When I felt that some group was about to close in on me I would use any device, short of surgery--a short term excuse anyway--to elude their foxy leaders. These skirmishes and sometimes pitched battles seemed necessary to me if I were to be able to perform my obligations as a mother of my children and as the wife of a hardworking country G.P. as I am not a high horse-power individual.

But I was hit in a vulnerable spot one day late this summer, when an invitation to become a "Friend of the Library" arrived in my morning mail. Being both interested and pound-foolish I filled out the form, enclosed my dollar and shipped it off.

After committing myself I began to wonder--what is a Friend? Perhaps my impetuous reaction to a bargain was going to be my downfall?

Some research, experience and thought has since reassured me. To be called a Friend is to be honored, but to be called a "Friend of the Library" is a humbling experience,

*Mrs. Musser is a Library Friend from Ekalaka.

for it implies a magnitude of mind and a generosity of spirit that is lacking in most of us.

MA S L

Notes

Dorothy Lindvig*

A "Friend of the Library" is not asked to be a professional or to take on the burdens of the degree librarians. We are not expected to use, or even know, the jargon of the Bookmobile. I have concluded that the job of the Friend is to be a bit of an interpreter, medicine-man testimonializer, and "pusher" for the librarian to the public regarding the library, stationary or mobile. Also it is possible to enhance the professional librarian to others by our own interest and respect. Very little of the old maid image remains in our minds these days when intellectualism is actually revered, but where misunderstanding does arise it is good to have some small Indians on the job.

Down here in Carter County Confederacy the time is approaching that we will have to try, at least, to appraise the value of the Bookmobile in order to get local tax support for it. Primarily this will be a job for the local chiefs, but I do not think they will be able to ignore the amazing use that has been made by Carter citizens of the Bookmobile, and for one, this particular Friend will do her best to see that a long-term view is taken at the Courthouse.

Montana

Day

November 8th

Many changes have come about since the last issue of the Quarterly reached your mailboxes. Some of you are working as librarians for the first time. Others have moved to a new school. New youngsters and new challenges are facing each of you in another exciting school year.

Your president has acquired a new name and a new status as housewife over the summer months. Future communications may be addressed to her at Box 25, Bozeman, Montana.

Plans are going ahead on the MEA convention programs. Chloe Eggart is planning a fine library sectional in Billings where a national representative of the School Library Development Project will speak on October 27. It will be well worth your time and money to travel a greater distance to attend this meeting.

The SLDP in Montana received a boost this summer with the granting by A.L.A. of \$500 to be used for conducting a study of Montana school libraries and for a statewide meeting for lay and professional leaders encouraging school library development. Tish Johnson, the Montana SLDP director, needs all the help you can give her in this area. Do all librarians in your system or in your county belong to MASL? If not, encourage

*Mrs. Lindvig is the former Dorothy Wegner, for the past two years Librarian of Bozeman Senior High School.

their joining. Are you conscientious about attending all workshops aiding in library development, and do you encourage your administrators to do so? Turn over a new leaf this term and let's all really work for improvements in our state.

Samuel Johnson believed that "a young man should read five hours in a day and so may acquire a great deal of knowledge." If we as school librarians do not encourage this reading by young people and do not instigate a program of better school libraries, who is going to do it for us?

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MSLA

Scholarship Fund

Mrs. Alma Jacobs*

The Montana State Library Association has been interested for some time in a program of scholarships for graduate study in library science.

The Scholarship Committee has given some thought to such a fund and would like to pass on these suggestions to the membership.

It has been suggested by some MSLA members that there are individuals in the Association who would like to make personal contributions to such a fund. Doubtless there will be members who could afford to and who would want to make such contributions. This would be a comparatively simple way to get the fund started.

It has been suggested to the committee that still another means of building up such a scholarship fund would be to ask the membership to vote on placing Life Memberships in the Scholarship Fund. All of the funds that come in as Life Memberships would be automatically placed in the Scholarship Fund.

Another suggestion for building up the Association Scholarship Fund is that we set aside 10% or \$100.00 (whichever is larger) of the Association's annual income from dues to be placed in the Scholarship Fund.

*Mrs. Jacobs is Chairman of the MSLA Scholarship Committee

Lesley Heathcote, editor, Montana Library Quarterly, has been working on a project which, with the co-operation of all the librarians in the State, could bring in funds for our scholarship fund. She has asked several Montana authors to write essays on books and libraries. These will be printed up in good style in a card-board cover and sold for \$1.50 each. It is hoped that all librarians will sell these during National Library Week, 1962. The proceeds from this project will go into the Scholarship Fund.

Finally MSLA must take steps to bring librarianship training under the provisions of the Western Interstate Commission on Higher Education. We would have to ask the Legislature to include Librarianship among the professional training programs. The legislative committee might include this as one of their projects.

Perhaps the members of MSLA will also have additional suggestions to raise money for this important fund. We will need many ideas and much hard work to make the Scholarship Fund a reality. I am sure you will all agree with me that it will be one of the most worthwhile projects the Association has undertaken.

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The 1961 PNLA Conference

Merwin M. Moores*

The 51st annual PNLA Conference, September 7-9, 1961, set all kinds of records this year. It was the first time it had ever been held in Eugene, Oregon; it set an attendance record of 406; and it set a record for exhibitors with more than 40. Backed up with wonderful hospitality and a fine program, this rates as one of the conferences that PNLA members should be sorry to have missed.

President DeVolder opened the first general session on Thursday morning and after a cordial welcome from Mayor E. E. Cone and a reply by Roman Mostar, Exhibits Chairman, the registrants were treated to a panel discussion led by Mrs. Grace Stevenson, Deputy Executive Director of ALA, which had as a topic, "A Look at the Libraries and Librarians of the Pacific Northwest." One came away with the feeling that there isn't much wrong with the libraries and librarians of the region that a more dynamic approach to their profession wouldn't cure. This of course was the theme of the conference -- Dynamic Librarianship.

It is impossible for one person to attend all the sectional meetings, so I can only say that from the discussions that took place after hours, it would appear that there were some stimulating programs. My

*Mr. Moores is first vice-president and president-elect of the PNLA.

own choice was the Reference Division meeting at which H. J. Koenig, Acting Regional Director for the National Archives and Records Service in Seattle explained the work of the Service and the usefulness of the federal archives.

One of the most talked about discussions (and probably the best attended) was that held by the Legislative Committee in which a lawyer, a lobbyist and a legislator presented their views under the topic, "The Lobbyist, the Legislator and the Library." One gathers that librarians in attendance picked up a trick or two to try on their governing authorities at home.

Among speakers, it would be difficult to choose between Glenn Cushman, editor and manager of the Bend (Oregon) Bulletin, who spoke on "Public Relations and the Library;" Dr. Arthur Flemming, president of the University of Oregon, whose talk on the role of the library in the total educational picture was inspiring and fitted in nicely with the theme of the conference; and Grace Stevenson, whose topic, "The Land is Bright," emphasized what has been done under the Library Services Act and the need for consolidating these gains.

All of these speakers did their level best to make librarians see the importance of their work to society as a whole and to feel the urgency of the problem of infecting the general public with their own enthusiasm for informing and entertaining themselves through library materials and services.

A highlight of the conference was the naming of Mrs. Gladys Puckett, former Spokane Public Librarian as an honorary life member of PNLA. Mrs. Puckett's long service to PNLA in many capacities, including the presidency, and her many contributions to librarianship in the re-

gion were cited and enthusiastically approved when the announcement was made.

Eloise Ebert, Oregon State Librarian, took over as president on Saturday morning and the Executive Board met until late Saturday afternoon planning for the next year. The 1962 conference will be in Vancouver, B. C. August 23-25. The Board also approved a joint meeting with the Mountain Plains Library Association in 1963 in the MPLA region if plans can be worked out.

Time and space limitations make it necessary to leave out of this report such interesting items as the Beaux Arts picnic and the Hawaiian luncheon, complete with leis and music. The only solution to this problem is for everybody to go to the conferences.

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Before & After Montana After Five Years Under LSA July 1956-June 30, 1961

Prior to 1956 and the passage of the Library Services Act, there were a few small but effective county systems in operation in Montana. The predominant pattern, however, was that of scattered municipal library service and traditional "county libraries," some dating back to 1915. Small and in most cases without sufficient staff and financial support, these libraries found it extremely difficult to provide adequate service even to the county seat. Their extension service was either nonexistent or merely token. Expenditure for the rural areas in 1956 totaled \$331,167.

In 1956, the State Agency was housed in an old and decrepit frame building on the Montana State University campus, in two small crowded rooms that were divided by the office of the State Correspondence School. Cramped quarters, poor lighting and leaking steam pipes made efficient operation very nearly impossible. The staff numbered three professionals and one clerk with one part-time student helper. The book collection totaled 26,103 books and these were jammed into less than 900 square feet. The yearly budget of \$21,507 provided a very low salary schedule for the staff and the minimum amount for travel. Of necessity services were largely confined to the shipment of books to schools, isolated indivi-

duals and to small libraries. Publications were limited to the quarterly periodical Montana Libraries and occasional mimeographed releases, sent to a mailing list of about 350 people.

Progress under ISA over the past five years has been very gratifying and we are delighted to have this opportunity to tell the "before and after" story.

Montana's Plan provides for strengthening the State Agency and for demonstrations of federations of libraries throughout the state. We were one of the first states to have our plan approved by the Office of Education and for this we are endlessly indebted to Catherine Chadwick, Director of Library Services. Because of her vision and inspiration we not only had a fine plan formulated but had received the whole-hearted endorsement of the plan by the key library people in the state. When the Act passed, Montana was ready. Catherine and Ellen Torgrimson, who was Secretary of the Commission at that time, are to be highly commended.

First, the need for adequate housing for the State Library was resolved. We have moved to spacious quarters (5000+ square feet), have stream-lined for efficient operation by providing equipment and office machines and have increased the book collection to 45,672 volumes. Staff has grown to four professionals with six clerical assistants.

Where earlier travel and consultative visits were rare, due to lack of staff and budget, the ISA funds have made it possible for the State Library staff to give a great deal of service in the field. Totals for the five year program are impressive: the staff traveled 108,194 miles, made 464 consultative visits to libraries, held 334

conferences with interested groups and individuals and attended 131 meetings. At a majority of these meetings a member of the staff was a guest speaker. Forty-four workshops, both area and state-wide, were conducted. Attendance in each instance was excellent.

ISA funds have made it possible to publish a great deal of useful library material. This includes a Manual for Public Libraries, Montana Library Laws, a Handbook for Montana Trustees, a Trustees Manual, Library Directory, Program Planning Workshop manual, The Library Image; a Manual of Library Interpretation, The Library Services Act in Montana; Questions and Answers, and many book lists for adults, young people and children. Flyers describing the services of the State Library have been printed and distributed in quantity. Countless mimeographed releases have been sent out on a wide variety of subjects, pointing the way to improved services. The mailing list for regular releases of Montana Libraries, the Agency's quarterly publication and the monthly newsletter have increased from 350 to 2,200. Articles have been written for very nearly every publication in the state.

The Library Services Act funds were used to establish the Public Library Film Cooperative with headquarters in the Great Falls Public Library. For two years this service was given free to every library in the state but is now underwritten by subscription and is very nearly self-supporting. Emphasis on the use of films as an adult education service has been given at workshops and meetings with good results.

The State Library staff had advised and consulted with state institutional personnel with reference to the improvement of their library services; it has supplied recruit-

ment material in large quantities to all guidance personnel in the state's school system and to all libraries; it has placed a photo-copy machine in the Missoula Public Library and as a consequence magazine articles in that library's collection are available to every library upon request; it has become a "book bank" for the libraries of the state, in that it has maintained a clearing house of gifts and duplicates.

The name of the State Agency has been changed by the 1961 Legislative Assembly to State Library Commission and the title of secretary to librarian and the librarian has been designated the executive officer of the Commission.

There can be no doubt but that the extended program of the State Library has been appreciated. Tangible evidence is shown in the growth of the state budget from \$21,507 in 1956 to \$46,503 in 1961, an increase of 116%.

Four large areas in Montana have joined together to form federations of libraries. In the Northwest Federation, four relatively strong existing libraries combined in a system to share book buying and centralized processing and the use of a bookmobile. As of July 1, 1960 this federation became completely self-supporting.

Five Valleys Federation included seven counties and six small units participating in a similar plan. Here local funds were not forthcoming to support the bookmobile but it is hoped that sufficient interest can secure its return. Centralized processing and a program of in-service training continue to be in effect in this area.

Currently a demonstration is in process in Eastern Montana. Here five counties are cooperating in shared

services. The Carnegie Library in Miles City is the Center, serving three small county libraries and one county with no established library of its own. In June of 1961 the strong Glendive Public Library joined this federation, increasing its total to six counties.

The Great Falls Federation of Libraries came into existence under the impetus of activity generated by LSA but without benefit of federal money for operation. All costs are paid by local taxes. Cascade and Pondera counties are given excellent service by the strong central library in Great Falls. Here a bookmobile has been provided by federal funds for use as long as the federation exists.

Funds have provided books and library materials, audio visual aids, bookmobiles, furniture, equipment, staff, new paint, lights and renovation jobs for the libraries that have participated in the demonstrations. In-service training workshops and regular meetings for book selection are conducted in each federation. The increased use of books and library services in every community is convincing testimony of the success of the plan in Montana. Circulation statistics show an increase of 45% in Northwest, 102% in Great Falls and in the current demonstration in Miles City, an increase of 169% over fiscal 1956.

Since the beginning of the Library Services Act, four bookmobiles have been purchased and offer a most welcome service. One County with 3,313 population is receiving library service for the first time, seventeen counties with 173,302 people now have greatly improved service. Six counties have secured county tax where earlier no tax was levied. Local funds throughout the state show a 22% increase over 1956. State funds have increased 116% since that date.

Dr. Robert Campbell in his chapter in The Public Libraries of the Pacific Northwest, "The Financing of Public Libraries," says of Montana "Here one faces the spectacle of a state agency trying to do everything with almost nothing." And as we look back on the past five years of strenuous activity, it almost seems that we "flung ourselves upon our horse and rode madly off in all directions." Actually we have progressed in an orderly fashion: setting up the federations and giving them all the consultative and technical assistance possible; visiting every library and Board in the State and working toward new federations; publishing all that we possibly could to help the libraries toward a better library program; holding workshops for intensive in-service training; and then, expending all-out effort for a dynamic program of library interpretation. Certainly one activity did not wait until the accomplishment of another, but efforts were made to emphasize each service as the program progressed.

Surely Montana's experience is convincing proof of the value of the Library Services Act. As we count our blessings, we find it difficult to name them in the order of importance. High on the list, however, stands the opportunity to travel to every library in the state, to become good friends with the librarian and her board and with residents in every community. We now have warm personal relationships throughout the state and we have the confidence of the people who are interested in local library development. These friends know that we want to help them in every possible way. Our workshops have been successful. We see evidence in the improved routines in the libraries, exciting and creative displays and exhibits and far more attention to library publicity. Thanks to LSA books are more plentiful - far from enough - but slowly we are augmenting the supply.

We have learned a great deal in the past five years. We know that change cannot come overnight (as we so optimistically hoped) but that it can and will come about when there is good strong leadership in the community. We have learned that in Montana we are wise to extend from strength. We do not have the personnel, plant and book resources to demonstrate good services without the help of a strong central library administered by a dedicated librarian and her staff. We have found that our best systems can develop where the library is a city service with a contract with the county. City ordinances specify definite Board responsibility and, when circumstances make it advisable, they can be changed with relative ease. County laws in the state are extremely limiting and are only possible of change through state legislative action. We have learned that our system of federations poses a real administrative problem in that payment must come from several governmental units but we have come to recognize this as a minor consideration. We have realized that the important thing is for the local libraries to keep their autonomy and their feeling of pride in local achievement. Success of the demonstration is assured where the community is solidly behind the program.

There is still much to be done to realize the ideal of good service to all. We have big problems to overcome: huge geographic areas, low taxable income and sparsity of population. These we can resolve, however, as Montana's Plan develops since we have the most important asset. We have the interest of the people. We are strong in personal resources in Montana and we are strong in good attitudes toward library service.

Goals for Montana:

1. Development of federations of libraries throughout the state.
2. An adequate state budget, suf-

ficient to support the present program.

3. A program of state aid.
4. Future state budget increase to provide additional staff and expenses for a library supervisor for all institutional libraries; a state technical processing center.
5. Certification law to assure qualified library personnel in the state.
6. Quarters provided in Helena in or near the Capitol so that legislative reference may be given to the legislature and library service to the departments of government.

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The State School Library Program

The task of the Committee for the last two years has been to compile a Library Guide for the use of the schools of the State. This has been completed. At the meeting of the Committee on June 19, 1961, Mr. Erickson commended this piece of work and expressed the hope that the committee would encourage the use of library materials in the schools by suggestions for solving practical problems at the local level, and by showing how the best possible use can be made of existing personnel and facilities.

Alve J. Thomas, Superintendent of Schools, Sheridan, was appointed chairman at the request of Mrs. Longworth, who asked to be relieved of this duty. Homer Loucks, Director of Instructional Services in the State Department of Public Instruction, was introduced as a new member of the Committee.

Mrs. Gillis reported on the lively and stimulating meeting of the Montana Student Librarians in Laurel in May. 130 persons attended. Next year's meeting will be in Harlem.

Library recruitment materials and posters have been made available to the guidance counselor in each high school, and have been distributed to all libraries.

Mrs. Herrig and Mrs. Longworth reported on the National Library Week observance, the growth of which has been phenomenal. There are signs

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that this observance has sparked year-round publicity, and it seems likely that in the future, NLW would become a period of celebration of achievements.

Mrs. Wells reported on the AASL Leadership Conference in Chicago, and Mrs. Johnson outlined the steps for development of school libraries under the AASL project.

Mrs. Gillis and Mrs. Penland were appointed to assemble syllabi of the various courses in library science taught in Montana colleges.

Book Review:

Our Earth



Professional geologists, like many scientists, are notoriously lax in translating their findings into a language that the general public can comprehend easily. It often remains for laymen, such as Mrs. Place to recognize the importance of such interpretation, and she joins the Fenton family and a few other writers of popularized geology to show how this important project can be accomplished. She has made a special effort to put the broad essentials of this science within the grasp of junior high students, but her approach is lively enough to carry the interest of adults as well.

Mrs. Place has interwoven the history of geological concept development with a framework of principles under which the modern earth scientist operates. No less fascinating than the concepts are the personalities who discovered them or struggled to modify them. The book should at least arouse a lasting interest and familiarity with the field, and possibly might plant the seed of inspiration for a life work. Some of the "greats" in geology so described are Da Vinci, Guettard, Hutton, Logan, Agassiz, Hall, Dana, Silliman and many others. Then too we read of the travels and findings of those associated with the western surveys of the United States and the outgrowth of these that led

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to the organization of the present U. S. Geological Survey. Hayden, Powell, and King come alive in their adventures in the great west, and we see through their eyes how the story of mountain building, of sedimentary rock accumulation, and of the development of life on earth was unraveled.

A few little shockers in the book may distract those intensely familiar with the geological field, such as the omission of more than passing reference to the Mesozoic Era (one of the four great time divisions), or the oversimplification of principles which are the more confusing and misleading if not spelled out.

Pleasing to the westerner are the references to the discovery and study of Yellowstone or the Grand Canyon, and the familiarity with which Mrs. Place speaks of various aspects of the western landscape.

The emotional expression of the book, punctuated by the use of the Socratic "why?" is foreign to present standards of scientific detachment but serves well to arouse the young reader's curiosity; the author herself seems as excited as she expects her readers to be, and so she is an effective writer. Those familiar with Fenton's Giants of Geology will recognize a similarity between this book and Our Earth, but the latter is in abstracted form, a necessity within the context. The younger set will find the phonetic pronunciations of common geologic words in the text useful.

John Montagne

Place, Marian T. Our Earth. G. P. Putnam's Sons, New York. 1961 \$2.95

(Dr. Montagne is associate professor of geology in the Department of Earth Sciences, Montana State College).

National Library Week In Montana-1962

Mrs. Peg Gadbrow

National Library Week, April 8-14 in 1962, is still six months away; but I sincerely hope that you are already planning for an all-out celebration in your library and community.

The strength of National Library Week as a culmination of year-round programs to encourage reading and the use and support of libraries of all kinds was demonstrated last year with increases in registration and circulation as well as wider citizen participation reported by very nearly every librarian in the state. While the program used a special week as a focus, the effects were not confined to one week of the year. There has been an increasing number of requests for information on bookmobile and county wide service, inquiries about federation possibilities, and a demand for workshops and institutes on community and school library development. Maturing NLW programs and heightened cooperation from civic and professional groups in the four years since the Week was initiated indicate real citizen concern for the development of Montana school and community libraries.

I am very pleased to announce that William L. Baillie, an associate member of the Great Falls law firm, Jardine, Stephenson, Blewett and Weaver has been named as our State Chairman for NLW 1962. He succeeds last year's very able Dr. Paul B. McCleave of Bozeman who has resigned as Director of Admissions

and Development at Montana State College to take a position with the American Medical Association in Chicago.

Bill Baillie is married and has two children. He was born and grew up in Choteau, Montana and has made his home in Great Falls for the past ten years. He has a fine record of activity for community affairs, is on the Board of Directors of the State Heart Association, and as a native Montanan is especially

concerned with our library needs and development.

I have assured Mr. Baillie of the continued and increasing support of all librarians, trustees, friends and administrators in making this year's NLW observance an extension of the outstanding programs of previous years. Now is the time for librarians and Friends in each community to begin organizing a local committee and formulating an exciting program for the Week, April 8-14, 1962.

"The delight of opening a new pursuit, or a new course of reading, imparts the vivacity and novelty of youth even to old age." Isaac D'Israeli. Literary Character of Men of Genius.

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Membership Progress Report

The Treasurer's office having been combined with the Membership Chairman to simplify record keeping gives me an excellent excuse for not presenting a formal report at this time - I have been so busy taking in the money that I have no time to analyze it.

With the help of Ruth Longworth and her staff at the State Library Commission, we have sent out hundreds of letters to old and new friends, soliciting renewal or new membership. Using the mailing lists maintained by the Commission, invitations were sent to all public libraries, school librarians, and special libraries. A large list of "interested individuals" collected by Ruth was included and many new "Friends" have been added to our membership. The invitation to public library trustees and high school administrators has also met with encouraging response.

The "Honor Roll" lists libraries whose staff and trustees (or administrators) are all members of the Association. In many cases the trustee memberships have been paid by the library.

A gift of \$50.00 has been presented by one of our members to become a part of a "scholarship fund". It has been suggested that fees for life memberships might also be added to this fund.

The following changes in membership dues have been proposed, to be in-

itiated next year if approved:

Life membership to be increased to \$50.00. (Better get yours now while it is a bargain at \$20.00). An additional salary bracket of \$4 for members whose salaries are \$4800 and over.

One new life member has been added:
Alice Ridenour of Montana State College Library.

Mrs. Rita M. Nelson
Treasurer



HONOR ROLL

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(All members of the appointed commission)
Montana State Library Commission
(staff)
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Conrad Public Library
Chouteau County Free Library (Fort Benton)
Glendive Public Library
Cascade Public Library
Harlem Public Library
Helena Public Library
Lincoln Public Library
Carnegie Public Library, Miles City
Ollie Public Library
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 Brady High School Library
 Butte Senior High School Library
 Cascade High School Library
 Havre Central High School Library
 Plevna High School Library
 Polson High School Library
 Stevensville High School Library

Memberships to date: October 1, 1961
 Friends: 78
 Trustees: 72
 School: 42
 Public: 70
 College and
 Special 26
 Institutions 2
 290

The above includes 14 life members.

"Reading is to the mind, what exercise is to the body. As by the one, health is preserved, strengthened, and invigorated: by the other, virtue (which is the health of the mind) is kept alive, cherished, and confirmed." Addison. The Tatler #147.



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NEWS AND



NOTES

Libby Library Services

Mrs. Boepple, Librarian of the Libby High School, has sent us a clipping from The Western News of June 1, 1961, telling about the compilation of the booklet "Libby Library Services". This is a 20-page booklet which was compiled and issued by the Student Library Club and entered in the National Library Week publicity contest, where it won first prize, together with Anaconda and Holy Rosary (Bozeman).

The booklet lists the various libraries in Libby and tells of their purpose and their services. It is illustrated both with photographs and with line drawings and it represents a good deal of work on the part of the students. This attractive and useful publication is one that the community may well be proud of, and everyone concerned with it is to be highly commended. We hope that the whole Student Library Club will enter the library profession - we need 'em!

MASL Grant

Mary Frances Kennon, director of AASL School Library Development Project reports that \$500 has been granted to the Montana Association of School Librarians for state-wide

studies and projects to improve the educational opportunities offered by elementary and secondary school libraries.

AASL Director

Mrs. Fern Prior, elementary library supervisor for the Boise Independent School District, has been elected director of district 7 of The American Association of School Librarians. This comprises Alaska, Idaho, Montana, Nevada, Oregon and Washington. As a director, she will serve a two-year term on the executive board of AASL.

Eleanor Ahlers Resigns

Eleanor Ahlers, whom MSLA members recall gratefully for her fine help to us at the Livingston conference, has resigned as executive secretary of the American Association of School Librarians. She will return west as the State School Library Supervisor of Washington.

Progress in Oregon

From Oregon Library News, we glean this report of progress from our

sister state: "The signing of Senate Bill #134 into law on April 19, 1961 saw a major step forward in library service to the people of Oregon. There will be a more streamlined program incorporating modern library standards with better use of demonstrations and other phases of the Library Services Act. As a direct result, two \$2,000 graduate library scholarships for the 1962/63 academic year have been made available by the Oregon State Library. The applicant must be accepted by an ALA accredited library school and must return to Oregon to work at least one year in a public library serving rural areas."

tional Library Week 1962 have been announced. Bernard Barnes of Time, Inc. will be chairman, succeeding Norman H. Strouse. The new vice-chairman is Donald H. McGannon of the Westinghouse Broadcasting Co. Barnes has been vice-chairman of the committee for the past two years, so he is well qualified to take over the top position.

The new director of National Library Week is Beryl L. Reubens, director of Public Affairs for Brandeis University. He succeeds John S. Robling, who has held the post since the program's inception in 1957.

Goals for Action

ALA Dues Increase

In 1959 the World Book Encyclopedia announced an annual award "to encourage and advance the development of public and/or school library service and librarianship through recognition and support of programs which implement Goals for Action adopted by the Council of the ALA on January 29, 1959." The award is an annual grant of \$25,000 to the ALA and the first award goes to the Headquarters Building Fund. The ALA will make annual announcement of the availability of the award, accept applications, evaluate the programs submitted and select those to be supported that year. The grants are available only to ALA Committees, Joint Committees, Divisions, Round Tables, and Chapters. As Montana State Library Association is an ALA chapter, it is eligible to apply for a grant on the basis of a project. Anyone have a project in mind?

By this time everyone will have received the sad news of the ALA dues increase. However unjustified we may think this to be, we still have an obligation to support our national organization. If the added income (if there is an added income, which is by no means certain) will help to make the ALA a more aggressive force in support of its members, it will be money well spent.

New RTSD Secretary

The new executive secretary of the Resources and Technical Services Division of the ALA is Mrs. Elizabeth Rodell, formerly head of the Catalog Department, Rice University.

They Want to Read

W. J. Handley, director of the Information Center Service, USIA, reports that the response of Africans to newly established USIA libraries is highly encouraging. A small one

Changes in NLW Heads

The new chairman and vice-chairman of the Steering Committee for Na-

was opened in Blantyre, capital of Nyasaland, with 750 books, and had 600 of them out on loan within a month. In less than two months over 1700 persons had applied for borrowing privileges, two-thirds of whom were Africans. Every day crowds wait on the sidewalk for the library to open. The main interest is in serious books, especially in education, political science, self-improvement, and how-to-do-it.

Notes from Cleveland

At the ALA Conference in Cleveland in July, the American Library Trustee Association was granted division status.

The Federal Relations Committee of the Library Administration Division was made an ALA Committee on Legislation "with full responsibility for the Association's total legislative program on all levels - federal, state, and local."

Participation and cooperation in National Library Week was extended for another five years, i.e. to 1967.

"Century 21"

Plans for the exhibit of the Library of the Future at the Seattle World's Fair 1962 indicate that books and modern scientific equipment will be blended "to illustrate better library services for all". Such tools as electronic translating machines, closed circuit television and electronic computers adapted to library uses will be displayed.

John Cotton Dana Contest

Two changes have been made in the rules for this annual publicity

contest. Although entries from public libraries will still be grouped for judging according to size of population, the further breakdown into municipal or county/regional libraries will be dropped. In the past this was done because municipal libraries were usually better developed and financed than the county/regional libraries, but this is no longer true.

The second change relates to the time covered by the scrapbooks. Hitherto they have been required to reflect a full year's publicity work. Henceforth they may reflect special publicity projects, even if these occupied less than a year.

A complete set of the new rules may be obtained from John Cotton Dana Publicity Awards Contest, c/o Wilson Library Bulletin, 950 University Avenue, New York 52, N. Y.

Scholarships

Special Libraries Association is offering three \$1,000 scholarships for 1962/63 for graduate study in special librarianship. Applications may be obtained from the Executive Secretary, Special Libraries Association, 31 East 10th St. New York 3, and they must be completed and sent to the Chairman, Scholarship and Student Loan Fund Committee, same address, before February 15, 1962.

Council on Library Resources

Announcement has been made of the award of a two-year, \$125,000 contract to W. J. Barrow of Richmond, Va., to establish and maintain a laboratory for research on problems relating to the preservation of books and other library materials. Mr. Barrow did the research which resulted in the manufacture of a permanent durable book paper with a

longevity of several hundred years.

Investigations are expected to be made on performance standards for library binding; techniques for adhesive (non-sewn) bookbinding for libraries; use of spray to deacidify books; permanence/durability of coated papers; performance/durability of microfilm.

"You're on Exhibit"

The Library Administration Division of the ALA announces publication of a new pamphlet, "You're on Exhibit", dealing with the public relations aspects of library exhibits. Sections included are "What can exhibits do for your library?", "How to make your exhibits effective", and "Exhibit tips from an artist." The pamphlet is available from LAD, 25 copies 75¢, 50 copies \$1.25.

Goals for Action

The Library Administration Division of ALA announces the availability of a three-panelled exhibit Goals for Action, which illustrates the needs of library service in all types of institutions. It can be used as a unit or as three separate exhibits, to explain operating expenditures, personnel, and library materials and needs. Each unit is 7'6" high, 8' wide and 2' deep, requiring an 8' booth as minimum display area. Each panel is free standing and no tools are required for assembling.

The exhibit is available without charge except for shipping costs and is complete with shipping case, lights and instructions. It is suitable for exhibit at meetings of library or educational organizations. The pamphlet Goals for Ac-

tion is also available at no cost with the exhibit, in quantity. Separate from the exhibit the first 25 copies are free, 100 copies \$4.00, 500 copies \$15.00.

Statistics

The gathering and use of statistics have long been a problem to librarians from the standpoint of comparability. Now the Library Administration Division of ALA has issued a sixteen-page pamphlet entitled "Definitions for Library Statistics" which has been compiled as a first attempt to encourage gathering basic statistics which will be comparable and meaningful. It is hoped that by publishing a preliminary draft and giving it wide circulation, comments will be made by libraries and librarians on the effectiveness of the suggestions in practice. Copies are available, at 75¢ each, from A. F. Trezza, Executive Secretary, Library Administration Division, ALA, 50 East Huron Street, Chicago 11.

Record Players

A grant of \$5,000 has recently been made by the Council on Library Resources to Consumers' Research to test and evaluate makes and models of monaural and binaural record players designed for earphone listening. The program is to be completed in about six months.

Federal Aid to Education

The H. W. Wilson Co. announces the publication of vol. 33, no. 4 of the Reference Shelf Series on the controversial issue of Federal Aid to Education.

It is based on the 1961/62 high school debate and discussion theme suggested by the National University Extension Association: What should be the role of the Federal Government in education? Analyses and opinions by H. S. Commager, H. G. Rickover, F. M. Hechinger, Walter Lippmann and others are included. Problems considered are:

1. problems in and possible solutions to the current school situation
2. the necessity and constitutionality of federal aid, and the possibility of school control by the Federal Government
3. the issues involved in parochial aid and how this is handled in other countries
4. the need for federal aid in higher education and ways in which this might be handled
5. new approaches needed to produce masses of intellectuals for

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the future as opposed to the merely literate masses of the past.

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"Goals for Americans"

In January 1960 President Eisenhower appointed the President's Commission on National Goals and the report was issued late last year. In it goals were identified and discussion programs suggested under the following topics:

Goals at Home

Status of the individual in the
America of the future
Equality of opportunity
Government and the democratic
process
Education
The arts and sciences
Economic growth, technological
advancement and the organiza-
tion of the economy
Agriculture
Living conditions in an urban so-
ciety
Health and welfare - meeting hu-
man needs

Goals Abroad

Helping to build an open and
peaceful world
The defense of the free world
Disarmament
The United Nations

ALA has been asked by the American Assembly to help direct community attention to consideration of these goals. The Adult Services Division of ALA is supporting the program to encourage discussions of these goals and the problems they raise. A leaflet "Goals for Americans" has been mailed to a number of librarians and it is hoped that the program will have the active support of all. For further information

write the Adult Services Division, ALA, 50 East Huron Street, Chicago 11, Illinois.

Our Neighbors

According to the Alberta Library Association Bulletin, their annual conference held in Lethbridge in May was most successful. It was the first time that two days had been devoted to the conference, and apparently they were put to good use.

One subject they discussed was the state of libraries in Alberta, based on an informal survey of libraries in the province, which brought out the facts that the public does not know what good library service means, that lack of trained personnel is a serious handicap, that the bad state of school libraries is also a drawback. All of this sounds very familiar to us, but we have taken the first giant steps forward. Our most important and rewarding step was the formation of friends' groups, on both the state and local level, and our friends in Alberta might well consider this idea.

Glenbow Foundation

This Foundation was set up in 1955 to collect and make available western Canadiana. In a short time they have obtained a very fine collection and this is available for the use of serious students. Because the history of the Prairie Provinces is closely related to that of the Northern Great Plains States, librarians may wish to note the existence of this Foundation for the benefit of patrons interested in western history. The Li-

brary and Archives are located at 12th Avenue and 6th Street S. W., Calgary.

Committee Appointments

Rita McDonald, Librarian, Fort Benton, has been appointed to the Montana Authors' Committee.

Peg Gadbow Resigns

Mrs. Peg Gadbow has resigned from the State Library Commission staff to accept the position of director of elementary school libraries for District #1, Missoula. This is a big step forward for school library work in Montana.





LIBRARY QUARTERLY



OFFICIAL PUBLICATION OF THE
MONTANA STATE LIBRARY ASSOCIATION

THE MONTANA LIBRARY QUARTERLY

Vol. 7, No. 2	January 1962
School Libraries Issue - Dorothy Lindvig, Guest Editor	
President's Foreword.....	Mrs. Clare Smith.....35
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MSLA NOMINATING COMMITTEE REPORT

Vice President - President Elect:

Natalie Sliepcevich, Librarian, Hearst Free Library,
Anaconda.

Secretary:

Mrs. Letitia Johnson, Librarian, Missoula County High School,
Missoula.

P.N.L.A. Representative:

Mrs. Ruth O. Longworth, Librarian, State Library Commission,
Missoula.

Ballots will be sent out to all active members with the April issue of the
Quarterly.

Mrs. Helen Ewing, Chairman
Mrs. Mary Antunes
Mrs. Myrtle Cooper

The Montana Library Quarterly is sent free to members of the Montana State Library Association. To all others the annual subscription is \$2.00 Please enter subscriptions with the Editor, making checks payable to the Montana State Library Association.

PUBLICATIONS COMMITTEE

Ruth Longworth
State Library Commission
Missoula

Lesley M. Heathcote
Chairman and Editor
Montana State College Library, Bozeman

The Montana Library Quarterly is indexed in Library Literature.

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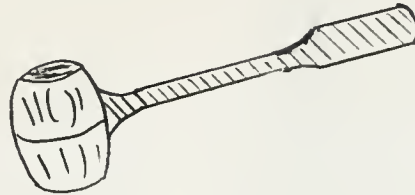
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PRESIDENT'S FOREWORD



Never before in the history of the world have the words "PEACE ON EARTH, GOOD WILL TOWARD MEN" had a deeper significance. With the passing of the Holiday Season and the beginning of the New Year of 1962, libraries, librarians, trustees and friends are charged with providing more knowledge and more information for living in a changing and nuclear age.

Our own Montana Senator, the Honorable Mike Mansfield believes that a well-stocked, well-balanced library easily accessible to every human being is the greatest possible insurance for peace. He expressed his views in an article in *Rodgers Library Notes*, monthly publication of New Mexico Highlands University. (I quote from the *Great Falls Tribune* of November 21, 1961). He further states that ignorance is not only an evil in itself but a constant threat to world peace. Gretchen Knief Schenk, our workshop consultant, has said that one never needs to be ashamed of being ignorant, our only shame is that of remaining ignorant.

The close of the year is associated with inventory time. Not in terms of debatable technical procedures

but in terms of services to provide knowledge and information so that libraries can be the bulwarks of peace. Perhaps then, this is the time to pause and take an objective look at our services. Are we meeting the demands of the increasing number of young people using our libraries? How up-to-date and how well-stocked are our book collections? Do we operate from a day to day basis or do we have a balanced, well organized, long range program of service?

All good wishes for 1962.

Clare M. Smith

ALA Midwinter

Chicago

Jan. 29 - Feb. 3

1962

Editorial



"A Library is a Library,
is a Library"

The word "communication" is very much a part of our present-day vocabulary. Mechanical inventions and improvements relating to communication are many and exciting and helpful to all. But insofar as verbal and written communication is concerned we seem to be steadily failing. Not only is there the teenage jargon comprehensible only to that group, but in the intellectual world we meet the special language evolved for each discipline. There is justification for science in this development, but in other fields it often appears to cover a fuzzyness of thought. No longer can the Lowells speak even to the Cabots in the land of the bean and the cod; in some fields of education, the Lowells can speak only to the Lowells. Education and sociology are especially guilty of the use of this pretentious jargon and as a result we find the phrase "instructional materials center" turning up in place of "library".

This particular phrase points up another weakness in modern communication, that is, a lack of sensitivity to words and to their meanings. "Instructional materials center" is both pretentious and fuzzy; let us drop it from our vocabulary and stay with the broader, more descriptive term "library".

This is what the AASL Standards for

School Library Programs have to say about this on page 13: "The word library is rich in tradition, meaning, and usage, and for at least sixty years, if not longer, the definition of school library has reflected this heritage. A school library has always been, and will continue to be, flexible in its program of services and in the scope of the materials of communication contained in its collections, as it meets the changing needs of the school that it serves. A school library does not have to change its name to embrace new materials and new uses of all types of materials any more than a school has to call itself by some other name to indicate that it is a continuously growing social institution. Services, not words, portray the image of the school library. The school library is a materials center, an instructional materials center, an instructional resource center, or any of the equivalent terms now springing into existence. In like manner, the school librarian is a materials specialist or an instructional resources consultant. School library and school librarian have been used in these connotations throughout this book, but in a richer sense as well. For the school library, through books, films, recordings, and other materials, goes beyond the requirements of the instructional program, and unfolds for the many private quests of children and young people the imagination of mankind."

School Library Development

Mrs. Letitia Johnson*

Have you big plans in your library for the school library development project?

If you are a librarian that is an important question; if a school librarian--it is a loaded question. You get what you really want and when your students and parents want better libraries, suddenly they have them.

The librarian is the key.

Because you are alert, creative and dedicated to a worthy goal: alive to the joys of living, thoughtful and cognizant of people beyond your own horizon and because you like people and show it by your enthusiasm for their successes, you play a vital role in developing a dynamic library program.

Librarians have two first loves: people and books; a second: bringing the two together. Let us be courageous enough to spend a little time in self evaluation and answer the following questions:

Is our fund of knowledge complete or are we adding to it by reading, study, and group discussion?

Do our services include reference help for groups and individuals, given pleasantly and cordially?

Do we give reading guidance to the reluctant and to the ready and able?

*Mrs. Johnson is Librarian of Missoula County High School.

Do we promote interesting books through the media of audio-visual instruments, displays, faculty co-operation, and do we do this with personal honest enthusiasm?

Do we select the books and materials that will do most to fill curriculum needs?

Do we have a statement of policy which has been formulated with the advice and consent of the administrator and other "key" faculty personnel?

Do we help our administrator in his responsibility by making regular reports of our services to students?

Do we make a yearly budget request?

Do we let him know in advance when we wish to attend professional meetings?

Do we know the library facts in our school (or area of service), and have we compared them with the AASL Standards for "better than average" educational programs? Are we telling the story to the school patrons?

Are we making the library attractive - and the librarian, too?

Are we contributing to the professional status of school librarians in the state?

Is service our high motive?

Are we adding to our academic qualifications through summer school courses-or planning a year of graduate work now?

Do we ask professional assistance?

Are we acquainted with the many and varied attractive library positions so we can guide and possibly recruit capable students? Do our student assistants get a vision beyond the laborious routines?

Do we belong to professional organizations: the MSLA with its Montana Association of School Librarians Division, the library sectionals at MEA conventions, and the American Library Association?

What are we doing about the School Library Development Project? Individually--giving the best possible services in the most cheerful tone. Together--making a survey of our status which will be the basis for a long-range plan of development. Collectively--developing a new concept of library services that fulfills every requirement of a curriculum for an education in the cur-

rent age and services that contribute to the development of thinking mature citizens in a democratic nation.

We will all be invited to report on our activities and our work in extending library service for National Library Week on April 8-14, 1962, but I hope you will not wait for that date, and that before that time I will receive from you a news note, a list, a clipping from your school paper--anything that says, "This is our library giving more and better education to our children and young people!"

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested. Bacon. Essays.



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The School Library Supervisor After Two Years

Fern C. Prior*

June 1959

Being the first library supervisor in a school system has its advantages. There was nothing to be undone and all mistakes made were entirely ours!

When I arrived on the job, I was greeted by a room full of the occasionally used accoutrements of all the various offices and boxes and boxes of the one-a-year-order of the elementary school's library books--no tables, no typewriter, no anything but a limited number of shelves filled with very old professional books, older magazines and the miscellany that does accumulate in an unused room in an otherwise over-crowded building--and a budget that had already been spent.

Before the year ended, the professional library was completely walled by shelving. We had a lovely counter-file (included in it are the film-strip and recording files) which separates the half of the room used for processing, from the professional library proper.

Long before our processing organization became a reality instead of a plan, the principal's library committee drew up a first-things-first projected calendar based on

*Mrs. Prior is Supervisor of elementary school libraries in Boise, Idaho, and representative for District VII of AASL.

immediate and long range needs. Because of the full cooperation of all school personnel, the immediate needs seemed always to be taken care of before the set time limit and it would be necessary for the committee to again set immediate goals and re-arrange the calendar on long range goals.

We weeded, reorganized, then shelf read, (taking note of the apparent deficiencies to fill in later) the existing Professional Library and made the necessary changes in the card catalog, so it could be used by the extension classes, supervisors and school personnel. The filmstrips, which had been in a self-help cabinet in the lower hall were brought up to the new file, renumbered and cataloged. A printed catalog was given to all school faculty members. A checking out system had to be planned and checked for workability.

The recordings are being collected and systematized and this summer when our 1959-60 orders arrive we will make a catalog of them so that they too can be ordered and placed in the principal's boxes for delivery.

Gradually we assumed the complete library book ordering for all the schools. Instead of listing the books alphabetically in one big order for all elementary schools just once a year, we now use duplicate order cards and send orders as frequently as necessary. This system prevents overcrowding of our facilities and allows for a continuous routine in processing. The processing has increased until not only 22 elementary schools, but also two junior highs will have their processing done in this office.

When books arrive, they must be sorted by schools and each book stamped with the school name and accessioned. Each accession book

is also an account book in which running accounts are kept of each school's book fund. Periodic statements are sent to each librarian, listing not only the actual amount of money left, but the approximate amount on order and the probable spendable balance.

Rebinding and mending in a system this large is a book-keeping job. All schools send their books to this office where they are sorted for professional or local repair and the cost estimated so that the budget will not be exceeded. In the past there was no one to supervise this and many books were lost because there was no way of ascertaining where the book belonged. We hope to improve the standard of our book holdings by being very critical of books we allow to be repaired as well as those purchased new.

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These office procedures have all had to be worked out as systematically as possible and the duties of all personnel well delineated so as to allow the supervisor free time to do the most necessary and vital part of her job. The main job of the supervisor has to be in the schools where twenty-two elementary libraries have twenty-four or more teaching-librarians and all 4th, 5th and 6th grades have a library period. They needed a course of study; the librarians for use in managing the library, as many of them had little or no library training, and the teachers so they could teach the location of books and the use of the library. In the elementary schools this program terminates in the 6th grade when students are taken to the city library and find that the same system is used on a larger scale. Mrs. Marjory Fairchild, now librarian at Borah High School, had drawn up a manual for the librarians in 1952. It, with the course of study prepared by a selected group of teachers, librarians and two parents, was printed and distributed to all teachers.

Teachers had to be given new ideas on how to promote books. Libraries had to be re-organized and catalogs had to be corrected and brought up to date. The use of subject headings had to be introduced and promoted and the value of them demonstrated.

A workshop is given at the beginning of each school year and there are six more during the year. In-service training must be given through more workshops, staff meetings and extension courses. We have a film, filmstrip and opaque projector in the library now and a recording machine requisitioned. We hope soon for a tape recorder. Thus we are making the Professional Library into a full audio-visual center and a source of all material

needed by the supervisory staff for in-service training.

Our goal is to give teacher-librarians more time in their libraries. Most schools have given some relief to their librarians, but in no case does the elementary librarian have enough school time to actually benefit the children by personal contact and they have too little time to acquaint other teachers with the facilities of the school library. Their responsibility is maintenance of the library, assembling book orders, keeping shelf lists up to date and accurate, filing cards in the catalog, and yearly shelf reading.

The library budget of the 1959-60 school year is more than double the budget of 1957-58. Centralized buying and processing keeps the cost down so that most of the total budget can be spent on the purchase of books. Additional funds are allotted for recordings, filmstrips and the Professional Library. New secondary schools are budgeted a lump sum for purchase of basic books. Elementary Schools are allowed \$100.00 per new classroom unit.

"A written word is the choicest of relics. It is something at once more intimate with us and more universal than any other work of art. It is the work of art nearest to life itself. It may be translated into every language, and not only be read but actually breathed from all human lips; not be represented on canvas or in marble only, but be carved out of the breath of life itself."

"I think that having learned our letters we should read the best that is in literature."

H. D. Thoreau. Walden

All secondary school libraries were put under the jurisdiction of the Library Supervisor this spring. Individual budgets were drawn up and since there is no precedent in Boise, this coming year will be an experiment in proportioning allotted monies to overhead, periodicals and books, and next year we hope to draw up permanent percentage budgets that can be maintained as the budgets expand, such as the elementary schools have already done during the two years past.

Even though the amount for book purchase has increased dramatically in this two-year period, it still requires that each book ordered be the best book of its type and be put to the fullest possible use. The demand for approved lists of books in Boise is enormous!

A review of the magazines purchased by each school was made this spring. We feel that this will emphasize the use of current magazines in conjunction with the curriculum. We hope soon to acquire a special magazine budget so magazines will no longer have to come from our book funds. Before we can possibly ask for this additional fund, we must prove the usability of each periodical in our libraries.

Because of the wonderful cooperation the library board, the administration and the faculties of the various schools are extending, the library program in Boise moves on, ever changing, ever progressing and ever exciting. We have no time for boredom!

THE SCHOOL LIBRARY SUPERVISOR AFTER
FOUR AND ONE HALF YEARS.

December 1961

Our schools have increased from the twenty-two elementary schools to twenty-seven in the two and half years since the above article was written. My staff could no longer

do the work required with the addition of two new junior high schools so my job was confined to elementary schools only.

We moved into the main room on the first floor in the fall of 1960. That made our library centrally located and relieved us of having all the books brought upstairs, processed for the individual schools and then carried down the steps again. As we moved, a new member of the staff was added to take charge of all audio-visual materials. His desk, filmstrips and recordings are a main part of our library, but the heavy audio-visual equipment is kept in the basement with the texts and supplementary texts which also are entrusted to him.

Because book ordering, book keeping and processing have become systematized we have more free time to visit and work in the school libraries where our emphasis still is to make known to the faculty and to the students what is available in their own library and how to use the available materials. Teacher-librarians do this to a great extent, but first of all they are full-time teachers. With them the library is a side-line that has to be done on their own time. Their energies are used up in teaching and they do well to keep their card catalogs filed up to date, the books replaced on the shelves and the yearly shelf reading and inventory. They do this with no extra pay and frequently with no free time during the school day nor any release from hall or recess duty. This presents problems in keeping librarians. An example is a new school where a Boise teacher graduated to principal has an entire staff of teachers new to the Boise School System. Obviously no one in the school could do the extra job of being the librarian, at least for the first year. In this case, and in another case where no one

on the faculty could take on the extra work, our job consists of training the school secretary to do the routine work while we present methods of acquainting the faculty and students with new materials and new uses for older materials.

In our training school I am meeting with all sixth graders one week (their teachers and student teachers included) all fifth graders the next week, etc. This is not adequate--but it has taken as much as forty-three hours' time in the last five weeks. Here, as in several schools, I'm training the PTA library chairman and her committee to do the filing and shelving. In at least seven schools now, with others in the planning process, PTA members are taking on the routine work of the librarian so as to leave her free for the all important job of getting the "right book to the right child at the right time." One PTA is keeping the school library open every afternoon so individual students or groups may come in while the teacher is otherwise occupied.

Much time is spent talking to PTA's and selling them the library program. Also much time is spent with individual PTA library chairmen and their committees. Since some PTA's spend as much money on their school libraries as our budget allows them we feel that all the time spent with them is well spent. In all cases we do the ordering or the supplying of lists from which they do their own buying. Without the PTA cooperation we could not have increased our holdings so dramatically these four and a half years.

Our philosophy is that the only excuse for a school library is its use in the curriculum. Therefore all our library books have subject-heading cards where useful, and that makes up-to-date filing and the teaching of how to use the card catalog necessary for maximum use

of the books. We buy the Wilson's Childrens' Catalog for all our schools and these are marked as to the schools' holdings: thus it becomes our first tool for buying new books. We don't forget that fiction books are a necessary adjunct to the reading program. We buy only the best in this line so as to teach appreciation and value of books. Our philosophy in this is that if in school children are exposed only to the mediocre, they'll believe that mediocre books are par for the course. We believe that it isn't enough to teach children to read. By precept, by example and by presentation of the "right" material, children can be taught to love to read. Our goal is to have

children who not only know how to but do read of their own volition.

In June 1959, we were concerned mostly with organization. As we adjust to circumstances the organization process might cause minor changes here and there, but we find that in December 1961 our emphasis has changed from organization to promotion. We want to get good books for our children and then to get children to use the books.

So the work goes on. We're beginning to wish we had time for just a wee bit of boredom!

The first part of this article is reprinted from the Idaho Librarian vol. 11, no. 3, July 1959.

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Sally Scanlan: An Appreciation

The Montana State Library Association was saddened to hear of the death of Mrs. Sarah M. Scanlan, long time trustee of the Carnegie Public Library, Miles City. Mrs. Scanlan, affectionately known as "Sally", was associated with the publishing business of her husband who preceded her in death. Through this association, she knew well the power of the written word. This knowledge and her own perceptive judgment of service served her well as trustee. She always felt that high quality library service to her community was of first importance. She maintained that a well educated and well informed community was the first step in civic, state and national improvement. Her punctuality, her vitality for accomplishment and her devotion to duty were outstanding attributes.

Members of the Association will well remember her hobby of teaching folk dancing, as her students performed at the MSLA Annual Conference in Miles City. She specialized in maintaining typical native dress and intricate native steps and toured foreign countries to secure the proper background. Her own natural grace was portrayed in the steps of her students who did Scottish, Irish, Mexican, Hawaiian and Philippine dances. Her travels took her to many countries and although she took delight in the many exterior beauties, she profited by her keen insight of the personal traits of the peoples she visited.

Her vital interest in the Montana State Library Association was emphasized by her attendance at its annual conferences. She often said that she wished all trustees had the time to attend in order that they too could receive the same added inspiration. She especially enjoyed her friendships with its members.

To her son and daughter and their families, we extend our sincere sympathy.

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MASL NOTES

Mrs. Dorothy Lindvig*

By the time this issue reaches your desks you should each have received a copy of the new Montana School Library Guide. This excellent publication of the state department should be a great help, especially to those of you in small schools where other instructional material is not available.

In June, 1960, the AASL became a department of the NEA. By virtue of this giant stride forward the Montana librarians are now endeavoring to be thus recognized by the MEA. In order to do this a change must be made in the MEA constitution, for it clearly states that only members of certain groups may be so affiliated--librarians not included. Watch your mailboxes for instructions on what our next step will be.

Miss Harriet Miller has graciously consented to be our Saturday luncheon speaker for the MSLA convention in Missoula. Many other good things are also in store for you, so be sure you are in attendance.

If your library is troubled with book losses, you might take note of the action taken by the PTA in Virginia's Fairfax County where school children had walked off with 5,000 books in a year. The PTA suggested to the school board that more books be made available and that the children be given more opportunities to spend time in the library. The contention was that the pressure of assignments was a factor in the disappearance of books.

*Mrs. Lindvig was, until her marriage, Librarian of Bozeman Senior High School.

Children's librarians and others working with parents of younger children will be interested in Clifton Fadiman's list of 100 good books for children in the November issue of Holiday Magazine. He says of Mark Twain and Robert Louis Stevenson..."Their books do not match the child's experience. Their books are an experience." In all our endeavors to bring the child's reading to his own level, we might give this statement some thought.

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MONTANA STATE
LIBRARY ASSOCIATION
MAY 4-6, 1962
MISSOULA

Central Montana Student Librarians Meet At Clyde Park

Mrs. Edna Berg*

Student librarians can do much to maintain pride in a school book collection by making minor repairs promptly before books reach a condition beyond mending. This was the opinion voiced in the panel discussion on school library problems at the meeting of the Central Montana Student Librarians at Clyde Park, November 18.

Over fifty student librarians attended the meeting, despite one bus breakdown and a hitchhike back to town for another. They represented Clyde Park, Bozeman, Bozeman Holy Rosary, Gardiner, Wilsall, Belgrade and White Sulphur Springs high schools.

The panel members, led by Diane Bureson, library club president at Bozeman Senior High, discussed book losses and book mutilations and services which could be rendered by library clubs. The student librarians agreed that an honor system is more satisfactory in preventing book losses than a system where all students are checked as they leave the room. The various schools reported losses from practically negligible to heavy. Prompt repair of minor damages seemed to the students the best technique in preventing mutilation of books. Librarians from one high school, White Sulphur Springs, reported that they

*Mrs. Berg is Librarian of Bozeman Senior High School.

divide the cost of book losses among all students at the close of the school year.

Mrs. Constance Piccioni, assisted by Mrs. Pat Huseby, both of Montana State College, conducted a book mending demonstration, showing techniques and materials which could be adapted by all school libraries in making major and minor book repairs. They also demonstrated how the lifetime of a paperback in regular library use could be prolonged.

Jo Sykes of Livingston, popular writer of dog and horse stories, spoke at the afternoon session. She told of the advantages and disadvantages of writing as a career. A writer is his own boss, and his time is his own, she said. But he must stay with it and must probably do something else for several years to keep the money coming in for groceries. Miss Sykes reported working in the varied occupations of tying flies, breaking horses, wrangling dudes, packing mules, library assistant, and raising purebred rabbits. Presently, she is working as a surveyor near Bozeman.

Of first importance is that a writer is sincere, that he be honest, Miss Sykes said. He must know his background intimately and accurately. Many of the incidents in her own work are based on actual incidents encountered in the varied out-of-door jobs she has held. She recounted a story of a man who slid down a glacier when his horse could not maintain his footing on a slippery pack train and another of a dog tracking contest. Both these incidents she worked into her books. Thus, Miss Sykes explained, a writer is constantly stock-piling ideas until the time they fit into the plot of a story.

Since no meeting of this regional association had been held the previous year, the state officers,

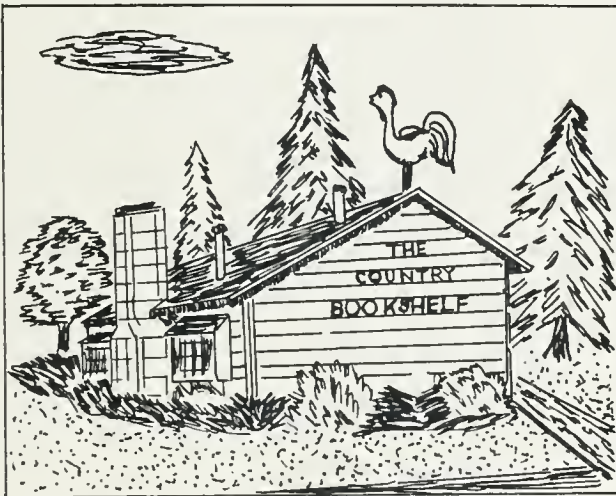
headed by Henry Hoag of Clyde Park, president, had made the plans for this event.

Officers were elected to plan and conduct a meeting of the Central Montana Student Librarians for early fall, 1962. They are Carol Mulkey, Bozeman Senior High School, president; Linda Priest, Bozeman Senior High School, vice-president; Linda Hansen, Gardiner High School, secretary; Terry Metier, Wilsall High School, treasurer; and Carol Stiles, Belgrade High School, historian.

Gardiner and Bozeman issued invitations for the 1962 meeting.

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Marguerite Kirk*

The following books have been selected by Marguerite Kirk from the COUNTRY BOOKSHELF Christmas list for 1961 as suggestions for books for parents and children to enjoy together.

Copies of the complete list will be sent upon request from the Country Bookshelf, 1520 West Main, Bozeman, Montana.

American's Handyman Book, The Family Handyman Staff \$7.95
This important book with its basic information and complete guide to maintenance of the home will be cherished by every homeowner. A real do-it-yourself book, profusely illustrated with over 2,000 photographs, line drawings and many special charts and summary guides. After Dec. 25th --- \$8.75 (Scribner).

The Big Book of Animal Stories, compiled and edited by Margaret Green \$3.95
Classic stories by Rudyard Kipling, the Brothers Grimm, Lewis Carroll, and others combined with a wide variety of ancient and modern folk myths and legends to provide hours of delight. Profusely illustrated in color by Janusz Grabianski. (Franklin Watts)

*Marguerite Kirk, now one of the owners of the Country Bookshelf, was until last year, Director of the Department of Libraries and Audio Visual Education in Newark, New Jersey.

Listen - The Birds, Mary Britton Miller \$3.00
This delightful, humorous collection of poems permits the young nature lover to share the author's enchantment with birds --- their habits, their antics, their charms. Unusual, superb illustrations in strong, vivid color by Evaline Ness convey the spirit of the verse. For all nature and bird lovers. (Pantheon)

The Little Juggler, adapted and illustrated by Barbara Cooney \$3.00
A charming adaptation of the Jongleur de Notre-Dame that belongs in every family library. The colorful, yet reverent, illustrations match the exquisite simple text and make it a perfect book for sharing aloud or Christmas giving. (Hastings House).

Living Free: The Story of Elsa and Her Cubs, Joy Adamson \$5.95
More about the lioness of the best-seller Born Free who left to raise her cubs yet retained her friendship with the Adamsons in Kenya. This fascinating account of the personalities and reactions of the animals is interwoven with the background picture of the ever-intruding African bush. With an introduction by Sir Julian Huxley and many pages of excellent photographs. (Harc. Br. W.)

The Man Who Sang The Sillies, John Ciardi \$3.00
Here is a book of rollicking, nonsense guaranteed to amuse children and adults alike. A well-known American poet knows what tickles a child's funny bone, and his sense of the ridiculous extends from bedside and boy's noises to sailing on a piece of toast. In the tradition of Lewis Carroll and A.A. Milne, with appropriately silly drawings by Edward Gorey. (Lippincott).

Picture History of the Modern World: From the Age of Exploration to the Age of Space, Michael Rheta Martin & Charles Crowe \$5.95

Here is an amazing amount of history included in one comprehensive volume of less than 500 pages, half text and half illustrations, with 24 maps by Samuel Mogavero and a reference index of about 1,000 famous figures, each briefly described. An introduction by Geoffrey Bruun and line drawings by Carl Pfeufer. (L.B.)

Pooh's Library, A.A. Milne \$2.95 each, boxed set \$10.50

With the original black-and-white drawings by E.H. Shepard still retained, the famous classics are now completely redesigned in a new format by the noted artist Warren Chappell. The type face, endpapers, bindings and jackets are all freshly fashioned and produced with an attractive slip-case. (E. P. Dutton).

Read To Me Again, Child Study Association of America \$2.50

A new collection of gay and sing-song rhymes and beloved stories selected from the works of our finest contemporary writers for children. Attractively illustrated by Garry MacKenzie. (Crowell)

When I Was A Boy, Erich Kastner \$3.95

Though this book is reputedly for young people, parents also will surely enjoy the childhood memories of the well-known creator of Emil and the Detective. Cycling holidays with his energetic mother, horse-trading uncles, and the scents and tastes of childhood are among the "memories we always carry around with us like lucky coins." Many amusing drawings by Horst Lemke. (Watts).

As you grow ready for it, somewhere or other you will find what is needful for you in a book. George MacDonald. The Marquis of Lossie.

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National Library Week

April 8-14

1962

National Library Week April 8-14, 1962

William L. Baillie*

"Nec me fugit quam assiduus sis in
bibliotheca quae tibi Paradisi loco
est."

Desiderius Erasmus
15th Century

The quoted Latin phrase struck me as an appropriate inquiry into libraries and Library Week. Always realizing that books and literature provide us with pleasure, learning, knowledge and opportunity, it is apparent this was even true in Erasmus's time. For he said (translation) "I know how busy you are in your library, which is your Paradise."

Our libraries can truly be a help for whatever we desire to be our goal or our paradise. National Library Week, held each year and celebrated throughout Montana, is to help us as citizens to realize that our libraries offer one of the great opportunities of America to its citizens - to read and to know.

The quest of knowledge of humanity can be culminated in realizing the possibilities of one's own improvement. Knowledge is more than knowing or understanding a subject; it is additionally to know where we can find information about a subject. What better place than in our library?

While fighting in Europe in World War II, I had occasion to see the

*Mr. Baillie is State Chairman of National Library Week 1962.

desecration of schools, homes and libraries. The only textbooks available in the Nazi territory were those of a strong, yet dictatorial, government deemed fit for its citizens through choice by certain so-called leaders. Many of these citizens of Hitler's slavery felt that their leader's fine talk of his democracy and his peace, yes of his conformity, meant better things. Books by men of free thinking backgrounds were not allowed, nor were the thoughts and ideas of these free thinking men and women available in any form to most Europeans. School books were still on the shelves of school libraries as I picked through the bricks and debris of war's aftermath. Each book with its bright cover and pictures of Hitler with his colorful emblems and swastikas and his arms around little children showed conformity and slavery of a nation to his ideas. The things that happened there can happen anywhere. Even Lincoln said that if you change the opinions and ideas of the people, you can change their government. Positive direction by librarians toward an understanding of America's great political and economic systems, which are so jeopardized each day, can show a new meaning for our people.

Yes, Library Week can stress reading and ideas - but can it mean more? It can stress that the educated men and women must come out from behind their books long enough to reassert themselves. We are not a nation of conformists - those who were so are not remembered in American History because they did so little to make America the nation it is today. It was the men who thought; yes, the men who read books who made America great. Libraries can and must keep the lamp of liberty, the lamp of ideas, and the lamp of reading alive. How better expressed than a recent National Library Week Motto directed to all Americans: "Wake up and Read!"

Allerton Park Meeting On LSA

An institute on "The Impact of the Library Services Act - Progress and Potential" was held at Allerton Park, Monticello November 5-8. It was jointly sponsored by the Graduate School of Library Science of the University of Illinois and the Library Services Branch, in cooperation with the University of Illinois Division of University Extension. Barbara Houghton and I attended from Montana and spent four exciting and highly informative days in the delightful estate which Robert Allerton has given to the University of Illinois.

Lowell A. Martin, Vice President and Executive Director of Grolier Society, was the keynote speaker, and opened the conference on Sunday night. He reviewed LSA and its effects on public library standards and asked that we take a searching look at the results. He posed these questions: Is there a superficiality of results? Are we nursing along dying library systems? Are we guilty of sacrificing quality in our efforts to reach people in quantity?

The impact of the LSA was reviewed on the national level, then on the state and local level on the succeeding days. Tuesday afternoon, Ralph Blasingame Jr., State Librarian of the Pennsylvania State Library spoke on new directions and future developments under LSA. I was flattered to be asked to participate in their program on a "reactor" panel with Gretchen Schenk,

Eleanor Ferguson, Lura Currier, State Librarian of Mississippi and Nettie Taylor, State Librarian of the Delaware State Library. I react very favorably to handsome and able Ralph Blasingame and was delighted to have an opportunity to ask him to tell us how Pennsylvania had achieved its fabulous success with the last legislature and had instituted a program of state aid that will completely revitalize the library scene in that state.

Tuesday evening we heard from Dr. Phillip Monypenny, Professor of Political Science, University of Illinois, and Director of the ALA Survey of State Libraries. He gave a political scientist's view of state libraries and their extension services, and the formation of larger units under LSA; complimented us on a superb political job but said that since we are so frugal in

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our request for support, we were expending a great deal of effort for amounts that nationally were "chicken feed" in comparison with the costs of other services. Dr. Monypenny was a joy to hear and we all appreciated him immensely.

Wednesday morning, Dr. Harold Lancour, Associate Director of the Graduate School of Library Science at the University of Illinois summarized the conference in a most able fashion. It was wonderful to hear him review the almost unbelievable progress in library development during the past five years under the impact of the Library Services Act. Thirty-six million people, in over 1500 counties now receive greatly improved library service; close to 300 bookmobiles have been placed in operation; 115 field librarians and some 285 other professional librarians have been added to the staffs of the state agencies. State appropriations have increased 70% throughout the nation.

Recommendations for the future were: to strengthen the state agencies and to develop their role as initiators and leaders in developing sound library programs; to promote library research on library problems - and to make good use of the findings; to work tirelessly toward the best quality of service and the achievement of ALA Standards; to strengthen the Library Services Branch and to broaden its services. Highly recommended, too, was a dynamic program of recruitment for the library profession.

Dr. Lancour concluded, "The past half decade has been exciting, with many accomplishments. The next five years can be just as exciting and stimulating, just as rich in accomplishments."

Ruth O. Longworth, Librarian
State Library Commission

Highlights Of The State School Library Committee Meeting

Mrs. Geneva Penland*

Reports on November 18 by the State School Library Committee members in Helena of the success of all regional MEA Library Sectional meetings was gladdening. Mrs. Wells praised Miss Doyle of AASL for her inspirational speech in Billings. Noteworthy was her emphasis on the imperative need for a state school library supervisor and the advantages which accrue to merged, larger school districts as far as variety and abundance of teaching materials to support the curriculum are concerned. A tape of one of her speeches is available to interested parties. Mrs. Fossen said that Mr. Burnett spoke in Glasgow on the necessity for teachers to become thoroughly familiar with the good school library and its use. This was followed by the film, "Carpet Under Every Classroom." Mrs. Johnson stated that Great Falls offered a panel on reading as it relates to the library program and a luncheon speaker on SLDP, its purpose and national and state progress. Mrs. Penland reviewed the Missoula program. At the library breakfast membership in MASL as well as in the national A.L.A. and N.E.A. organization was urged, the importance of AASL departmental status in NEA was emphasized, the annual PNLA meeting was reviewed, and a survey based upon A.L.A. Standards . . . distributed, the latter to be used when evaluating individual school library situations. Later

*Mrs. Penland is Assistant Professor of Library Science at Montana State University

the Library Sectional involved, first, a speaker whose topic concerned integration of library materials into the curriculum and, secondly, a panel on what the administrator, teacher, librarian, and student expects from the library.

Mr. Louckes and Mr. Olson observed that during the past five years much progress has been dramatically visible in Montana's school library development. Furthermore, they said deepened public interest, understanding and support are evident. Mr. Olson recommended that schools profit by sharing librarians much as other specialists are so often cooperatively employed by several neighboring schools. He also discussed proposed changes in Northwest accreditation standards. Both he and Mr. Louckes offered to distribute library recruitment mater-

ials. Mr. Louckes requested sources of information for architects on planning school libraries, practical aids and directions to rural schools for building balanced collections over a period of years, and a guide to in-service training for teachers on the effective use of library materials. Mr. Erickson reported that the Guide for Montana School Libraries will be in our hands this month.

Mrs. Johnson reminded us of the purposes and aims of the School Library Development Project and of the fact that Montana was fortunately among those selected to receive a \$500 grant. Among some of the accomplishments noted toward achieving SLDP ends is the addition of a library co-ordinator for elementary schools in Missoula. Mrs. Longworth added a report on the success of the one-day program in Kalispell on public-school library co-operation and the good school library program. It was well attended and enthusiastically received by administrators and interested lay persons. Mr. Thomas stated that he and other administrators throughout the state will be interested in a like program. Miss Anderson referred to the Great Falls elementary program as another example of progress. Library aids to assist busy librarians and a planned program of systematic, sequential yet integrated library usage and mastery of basic library skills is being promoted. Mrs. Wells was appointed to formulate a "basic fact sheet" on Montana in response to SLDP recommendations.

Mr. Copas, Assistant Professor from Montana State College, was introduced.

Mrs. Penland reported that plans for the establishment of a well-stocked and serviced curriculum materials center at MSU are being formulated. She observed that

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curriculum development, school library progress, and a good state-wide teacher and administrator education program are directly related to the extent and quality of such a center. This is recognized by the national teacher accreditation body as a necessity.

Mr. Thomas, the Chairman, observed that small schools in need of a librarian may meet minimum qualifications requirements by attending summer school. He also stated that besides requiring courses of all future teachers on "The Library in Teaching," administrators should be required to take a course such as

"Evaluation of School Library Services" or "Organization and Administration of the School Library." He said, he as an administrator, had a much better understanding of the role of the library in the good school as a result of such a course.

Mrs. Longworth said exciting plans in both schools and public libraries are in progress for observance of National Library Week, April 8-14. She also invited everyone to Montana State Library Association Convention May 4-6 in Missoula.

The next meeting of the committee was set for May 16.

That is a good book which is opened with expectation and closed with profit. Alcott. Table Talk.

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PNLA Report

"Open Doors to Larger Worlds" is the PNLA Conference theme for the August 23-25 meeting in Vancouver, B. C. Conference dates were set early for next year, so that all of us can combine this meeting with a visit to the World's Fair in Seattle. We should make our plans very early - and our reservations too, for Seattle is going to be a very busy spot indeed.

Maryan Reynolds reported on progress in plans for the library display which is going to be an outstanding feature of the Fair. The location is ideal, the space more than adequate and the exhibit will give us a look at the exciting possibilities for the future for libraries. We will surely not want to miss the Fair and certainly not the 1962 Conference which promises to be dynamic and inspirational under the able direction of President Eloise Ebert.

Ruth O. Longworth
Montana Representative to PNLA

A wise man will select his books, for he would not wish to class them all under the sacred name of friends. Some can be accepted only as acquaintances. The best books of all kinds are taken to the heart, and cherished as his most precious possessions. Others to be chatted with for a time, to spend a few pleasant hours with, and laid aside, but not forgotten. Langford. The Praise of Books.

Membership Progress Report

Progress Report, November 28, 1961

The following libraries have joined our "Honor Roll" of membership for all staff and trustees or school administrators:

Glasgow Carnegie City-County Library
Lincoln County Free Library, Libby
Livingston Public Library
Sidney Public Library
Eastern Montana College of Education Library
St. Joseph's School, Anaconda
Clyde Park High School
Missoula County High School
Richey High School
West Yellowstone Junior High School
Winifred High School
Montana State Historical Society Library
Harlowton Public Library

(If you feel your Library should appear, let me know. It is not always possible for us to know whether or not your full staff is represented, as there is no directory of Librarians, other than heads.)

One more Life Member has been added, Natalie Sliepcevich of Hearst Free Library, Anaconda.

Our membership now totals 393, distributed as follows:

Active, Public Librarians	91
Active, School Librarians	64
Active, College & Special	33
Associate, Friends of the Library	99
Associate, Trustees and Administrators	104
Institutional	2

Total Active Members	188
Total Associate Members	203
Institutional	2

The \$25.00 donated for a scholarship fund has been increased by another \$25.00 gift by the same librarian, who chooses to remain anonymous. It has been suggested that payments for life memberships be added to this fund in the future.

Help Needed: If a member of your staff, or your predecessor as Librarian has moved elsewhere in the state and is not listed in the directory, it probably means that we do not have the new location. A note with the new position and address would be much appreciated by your membership chairman.

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Our NLW Project

Editing of the booklet of essays by Montana authors and two others, is progressing, and we hope to take it to the printers in January. Ruth Longworth has suggested that in communities that have Friends' groups, the publicizing of it might be turned over to them. It would be a good project for them. As you will recall, our plan is to sell the booklet for \$1.50, the proceeds after expenses to go to our MSLA scholarship fund. We are hoping to be sold out promptly and thus give a big boost to our fund.

The following writers have either sent in their contributions, or have agreed to do so: Naomi Lane Babson, Mark Boesch, Harriette Cushman, R. H. Fletcher, Ralph Henry (Eric Thane), Dorothy Johnson, Archie Joscelyn, H. V. Larom, Robert McCaig, Marian Place (Dale White), Mildred Walker Schemm, Margaret Scherf, Mrs. R. K. West, Dan Whetstone, Norman Fox, Patricia Paylore (Arizona), Lawrence Clark Powell (California). The collection will be entitled "Books are Friends" and we plan to copyright it, both for our own and our writers' protection.

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MONTANA STATE LIBRARY ASSOCIATION

Constitution and Bylaws

Proposed Amendments

CONSTITUTION

Article I

Name

Change to: The name of this organization shall be the MONTANA LIBRARY ASSOCIATION.

Explanation: Since there is no municipal community or county in the State named "Montana" the use of the word "State" is redundant. Even the Washington Library Association, which would have a legitimate reason for using "state" does not do so. Idaho has recently dropped "State" from its library association name.

Article III

Membership

Section 1: Change to "There shall be five classes of members: Active, Associate, Life, Institutional and Honorary Life."

Explanation: This deletes the categories of Contributing and Ex-Officio, neither of which was ever used, and neither of which seems likely to be.

Section 2: Active Members. Delete the words "or previously" and "or any graduate of an accredited library school". The section will then read: "Any person actually engaged in library work may become an active member of this Association and be entitled to all its privileges upon payment of the dues as provided in the Bylaws."

Explanation: An active member should be actively engaged in library work or the term is meaningless. Those who are no longer active may become associate members.

Section 3: Associate Members. Change to read "Any interested person or organization not actively engaged in library work may become an associate member upon payment of the dues as provided in the Bylaws and shall be entitled to all the privileges of this Association except the right to vote and to hold office."

Explanation: This merely simplifies the wording and provides for support by non-library organizations.

Section 5: Contributing Members. Delete.

Explanation: See under Section 1 above.

Section 6: Ex-Officio Members. Delete.

Explanation: See under Section 1 above.

Section 7: Institutional Members. Delete the phrase "or otherwise interested in library work". The section will then read "Any institution or association engaged in library work may become a member of this Association upon payment of dues as provided in the Bylaws."

Explanation: Institutional membership is intended for libraries. Other organizations should be associate members, as indeed they are now.

Section 7, 8, 9, 10: Change numbering to Sections 5, 6, 7 and 8.

Article IV

Section 3d: Add a final sentence "He shall be, ex officio, chairman of the membership committee."

Explanation: There needs to be very close cooperation between the Treasurer and the membership committee and the best way of ensuring this is to make the Treasurer chairman.

Article V

Regional and National Representation

Section 1: Before "member" in the first sentence insert "active". It will then read "An active member of this Association" etc.

Explanation: This is to clarify the qualifications for the position.

Section 2: Before "member" in the first sentence, insert "active".

Explanation: Same as section 1 above.

Section 3: In the three places where the name Montana State Library Association occurs, delete the word "State".

BYLAWS

Article I

Nominations and Elections

Section 1: Nominating Committee. Add a sentence "The past president shall be, ex officio, a member of this committee."

Explanation: This is a device for ensuring that someone who knows most of the membership will serve on this committee. It has been done as a matter of practice in recent years, but this is the only way to ensure it.

Article III

Dues

Change as follows:

Section 1: Annual dues shall be due and payable on or before June 1. Any member whose dues are unpaid by January 1 in any fiscal year shall be deemed delinquent and shall cease to be a member of the Association.

Explanation: The present statement is incorrect and ambiguous. There is no indication as to when delinquency is in effect.

Section 2: Dues shall be as follows:

a. For Active Members, dues shall be computed on a sliding scale based on the current annual salary received by the member.

<u>Annual Salary</u>	<u>Annual Dues</u>
Under \$2400	\$1.25
\$2400 - 3599	2.00
\$3600 - 4799	3.00
\$4800 and over	4.00

- b. For Associate Members \$1.00 annually
- c. For Life Members \$50.00
- d. For Institutional Members \$5.00 annually

Explanation: The \$1.25 for salaries under \$2400 is mainly to enable the Treasurer to spot an active member at once. At present this group pays the same as the associate members. It seemed wise to add another category of \$4800 and over with a \$4.00 fee, and to raise life members from the rather ridiculous figure of \$20 to \$50. Institutional members have been raised from \$4.00 to \$5.00 which does not seem excessive.

Article V

Committees

Section 1a: From the name Montana State Library Association, delete the word "State".

Section 1b: From the name Montana State Library Association, delete the word "State".

Constitution Committee
Kathleen Campbell
Lesley Heathcote, Chairman

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of liberty is the spirit which is
not too sure that it is right; the
spirit of liberty is the spirit
which seeks to understand the minds
of other men and women; the spirit
of liberty is the spirit which
weighs their interests alongside
its own without bias; the spirit of
liberty remembers that not even a
sparrow falls to earth unheeded;
the spirit of liberty is the spirit
of Him who, near two thousand years
ago, taught mankind that lesson it
has never learned, but has never
quite forgotten; that there may be
a kingdom where the least shall be
heard and considered side by side
with the greatest."

- Judge Learned Hand, in THE SPIR-
IT OF LIBERTY
Papers and Addresses of Learned
Hand, Collected with introduc-
tion and notes, by Irving
Dilliard, page 190, Knopf, 1953.

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Compiled by Rita Nelson
As of December 1, 1961

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Bozeman
Library, Montana State University
Missoula

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Aird, Maurice J. H S L Richey
Alexander, Norman D. M S C L
Bozeman
Allen, Mrs. Anne E. M S U L
Missoula
Anders, Mrs. Helen H S L Bigfork
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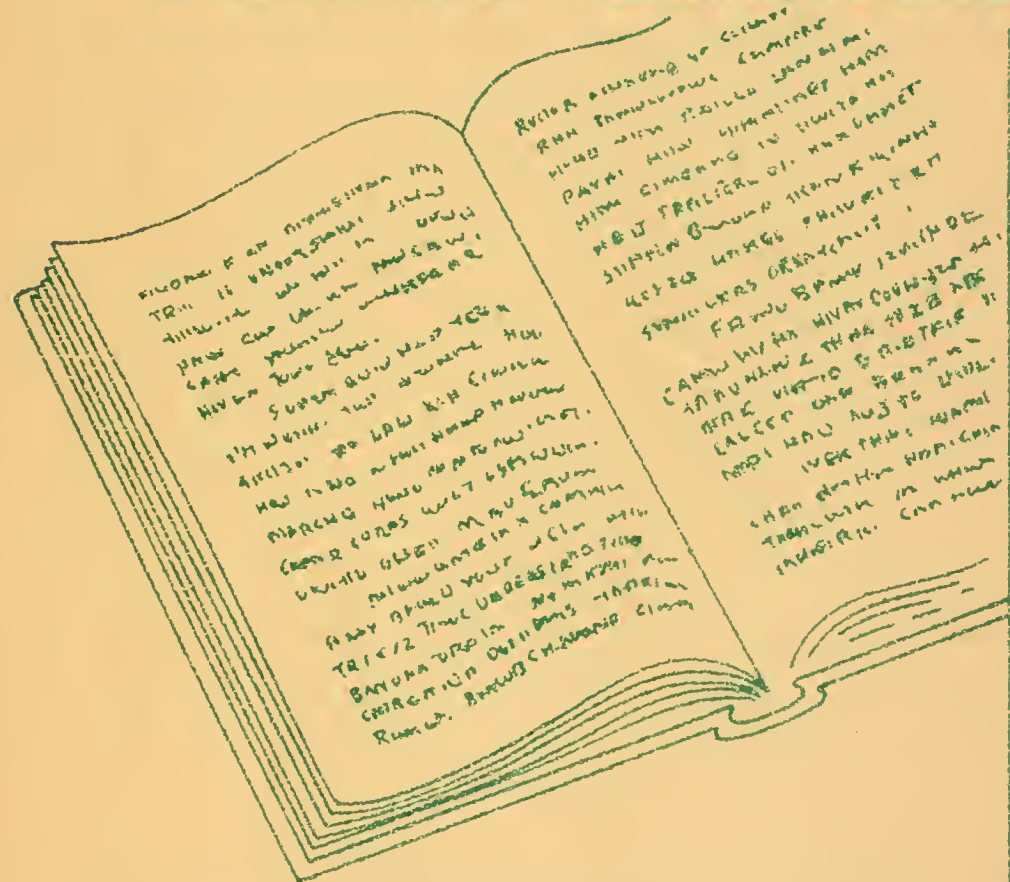


April 1962

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MONTANA

LIBRARY QUARTERLY



OFFICIAL PUBLICATION OF THE
MONTANA STATE LIBRARY ASSOCIATION



THE MONTANA LIBRARY QUARTERLY

Vol. 7, No. 3

April 1962

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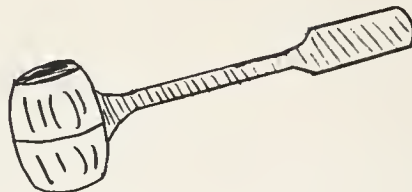
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PRESIDENT'S FOREWORD



All roads lead to Missoula for the Annual Conference on May 4, 5 and 6. Last year we met in the East of our big state and this year most of us journey West. An old Latin Proverb says, "From the East comes light, from the West law". How fitting this is! Developing the theme of the "Library in the Legislative Process", the Conference Committee has an outstanding array of consultants and speakers to provide us with information, experience and suggestions.

In order to project the "Library Image", we are charged with the responsibilities of understanding and motivating the library in legislation. It is the "common denominator" for the existence of all Montana libraries. We cannot afford to be indifferent. Mrs. Helen Gilbert, Librarian, Yakima Valley Regional Library, Washington, Mrs. C'Ceal Coombs, Legislative Advocate, member of Washington State Library Commission, Miss Eleanor Ferguson, ALA, and Miss Leila Doyle, AASL are coming to Montana to assist us. Elsewhere in this issue you will see other highlights of the program.

I am eagerly waiting to read the library story in "Books Are Friends". Have you ordered copies for your library, schools and community?

Proceeds from the sale of these booklets go to the scholarship fund of the Association. This fund was newly created this year by a personal donation from one of our dedicated librarians. Let's work to provide attractive scholarships for future librarians. National Library Week provides an excellent time for promotion.

Bill Baillie, State Chairman and Peg Gadbow, Executive Director of National Library Week are to be commended for their all out efforts in planning activities and publicity for the Week.

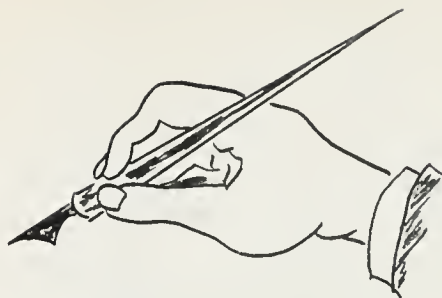
My best wishes for a successful National Library Week and don't forget it's Missoula, May 4, 5 & 6.

Clare M. Smith,
President

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Editorial



THE LIBRARY IMAGE - AND AFTER

There seems little doubt that the library image in Montana has improved enormously in the last few years. The word "library" used to be greeted unenthusiastically, the implication being that the image was one of respectability but dullness. Increasingly we detect enthusiasm. At least this is what we get from lay people.

When it comes to governing bodies we are not so sure that the image is what we would wish it to be. At present there is evidence that it connotes pressure for more money, sparked by lay people. The pressure is fine and it should be continued, for the cause is worthy, and I venture to suggest that there is less waste in libraries than in most other institutions, both public and private. But I wonder if the time has come to work more seriously at increasing understanding of the library's role in society. Governing bodies need to realize that the function of the library is not just recreational (although this is legitimate and important) but that it is a medium by which people become informed of current issues, local, state, national and international. After all, only an informed electorate is an intelligent electorate

The public library is the source of continuing education for many people. Perhaps we should concentrate on this idea for awhile. For with understanding of the library's true and vital role in society will come realization of the necessity for much better financial support.

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The Cooperative Film Service

Kathleen McKerrow*

In 1958, a new service to public libraries was initiated by the Montana State Library Commission. In cooperation with the Great Falls Public Library, the state library organized the Montana Public Library Cooperative Film Service.

The purpose of the Montana Public Library Cooperative Film Service is to provide public libraries with needed films for their adult community programs. There are many learning experiences to be had by means of film and the cooperative film service is designed to add rich and valuable study materials to a library's collection of adult education tools.

Great Falls Public Library had a collection of films which they had used with adult groups. It soon became apparent that it would not take long for all the interested groups in the city to view all the films. If libraries can own films jointly and circulate them in several communities, each film is seen by a wider audience and the greatest possible use is made of each title.

When the film service began in 1958, federal funds were allocated to build up a basic collection. This service was provided free of charge to Montana libraries. After a two-year period it was necessary that the service become self-supporting. Individual libraries or library

*Miss McKerrow is Film Assistant at the Great Falls Public Library.

federations subscribe to the service each year. The yearly subscription fee is commensurate with their total budget. The following scale is used:

Total budget over \$10,000.....	Cost \$100.00
Between 5,000 and 10,000.....	Cost \$50.00
Under 5,000.....	Cost \$25.00

The total number of libraries and their branches now receiving service is 68. The film collection now contains 101 titles, including the films loaned to us from the Canadian Film Board. The collection contains more than one copy of some of the titles.

Selection of the films is made by the Great Falls Public Library and the Montana State Library Commission. Suggestions for film purchase are welcome from all participating libraries. Control of the films remains with the Great Falls Public Library. Films are sent for two weeks to member libraries and are then returned to the Great Falls Public Library for inspection before being sent to another library.

It is important that each user of the films fill in the pink slip enclosed in the film can. This is used for counting the attendance and the number of times the film is run. Records are kept in Great Falls and this circulation report is necessary so that the service can better meet the needs of the participating libraries.

Although we expect that the films be shown by only qualified projectionists, and though care is taken with them, sometimes accidents do happen and the films may be broken or damaged. The film librarian would certainly appreciate it if you would make a note of the damage

and return it with the film immediately. The films are mailed prepaid, and the borrower prepays when mailing them back to Great Falls.

The films enjoying the greatest popularity recently are the newer films on travel in RUSSIA, SOUTH AMERICA, TROPICAL AFRICA, and HAWAII. LAND OF THE PINK SNOW, filmed in Montana, about a true Indian legend of a grasshopper glacier, pink snow, and the lost lake with trout as long as your arm, has been frequently requested for quite some time. We have some excellent travel films of Canada, which are on loan to us from the Canadian Film Board. The films on famous persons which are particularly popular now are MARION ANDERSON and THE FACE OF LINCOLN. We have just received a

new film called MONTANA POW WOW. It was filmed in color at the 1960 Governors' Conference in Glacier National Park, while J. Hugo Aronson was the Governor of Montana.

Each member library has a card catalog of the films owned by the group. Each time a film is withdrawn the members withdraw the cards for that title from their catalog. Cards for new titles are sent to each member, and these are interfiled in the existing catalog.

The libraries taking full advantage of the film circuit say that having the films available is one of the most rewarding services they have offered their communities in a long time.



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MASL NOTES

Jane Carey

To follow through with what Dorothy mentioned in the last MASL Notes, the new Montana School Library Guide is out and by this time should have found its way to your libraries. A publication of this kind may seem rather trivial when seen in print, but any of us who worked on "the project" know how many hours of hard work, discussion, argument and compromise went into the final draft. It might be interesting sometime to build a program around its use, after receiving answers to questions such as:

Have you used the guide?
Has it been helpful?
Do you have criticism, suggestions, etc?

Apparently it is too late to achieve departmental status in MEA this year. As soon as I was able to regain my equilibrium after hearing on January 20 that I was to take over as Chairman of MASL, I wrote to Mr. Cooper asking how to proceed. He wrote that a proposed amendment must be presented before January 1 so that it might appear in the February issue of the MEA Journal. He also said that the board of directors have been reluctant to include subject-matter groups as departments of MEA. To quote him: "There should be cohesiveness of all teachers regardless of subject-matter areas. You will note that none of our affiliated departments are subject-matter departments." According to the MEA Constitution, I find that the following have departmental affiliation: classroom teachers, principals, superintendents, higher education, student teachers, and county superintendents. Approval for retired teachers will be voted upon

at Delegate Assembly this spring. This matter must be discussed at our May meeting and perhaps should be reconsidered. We might ask ourselves, What are the advantages of departmental status? Please think about this and come to the meeting with some considered judgment on the question.

Have you read any of the recent articles on catalog code revision? The February issue of the Wilson Library Bulletin has two excellent ones on this subject: "Implications for the School Library", page 456, and "Implications for the Small Library", page 459. These suggested changes are sensible and long overdue. This study suggests a need for revision of filing rules which would be a dandy project for some ambitious group.

If you have not read New Definitions of School-Library Service by Sara Innis Fenwick, I should like to recommend it. This little book was published in 1960 by the University of Chicago Graduate Library School. Some provocative statements from this book are:

"Toward excellence means achieving the national standards for staff in school libraries; excellence means surpassing them".

"The good school library will be known by the number of things it declines to do."

"It will give first priority to serving teachers because only in this way can it truly serve all students."

"This is not to say that the library will cease helping individual students but rather that both services will be more fully integrated with classroom work - they will grow out of it and lead back into it."

"Perhaps for the first time in history of school libraries, talking about achieving excellence in school-library programs holds

promise of something more than an academic exercise."

This last quotation leads us directly to the central theme of this year's convention to be held in Missoula on May 4 and 5. May 5, a Saturday, will be devoted to the school library program and will be focused on the School Library Development Project or SLDP for short. Highlights of the program will be a talk by Miss Leila Doyle, the assistant project director, and Miss Harriet Miller. If you heard Miss Doyle in Billings last fall, you know that she understands our problems in Montana and will be keenly interested in helping us to resolve them. Tish Johnson is working on the program and arrangements, and I feel sure that SLDP under her direction will lead to tangible results in Montana.

Make your plans now to attend the convention. Besides, it might even be fun. Who knows?

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TACOMA WASHINGTON

New Appointments

Mrs. Clare Smith, president of MSLA has just announced two important appointments. Mrs. Ralph Andersen of Havre has accepted the chairmanship of the Trustees and Friends Division. Mrs. R. W. Warden of Great Falls has consented to serve as chairman of the Legislation Committee.

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1962

Among Trustees And Friends

Abbie Andersen

SIDNEY ORGANIZES FRIENDS GROUP

In January a group met at Sidney to form a Friends Group. The following officers were selected:

President - E. B. Hardy

Vice President - Harold Hoffman

Treasurer - Rex Smelser

A secretary is still to be appointed. The new organization set up goals to meet and work for in the future. I know you will all want to know what they are:

1. Create public support for library programs in local community.
2. Emphasize adults' duties as citizens in relation to library programs.
3. Give special aid in communicating the needs of the community to the library board and the librarians.
4. Work for sound sensible library legislation.
5. Increase community awareness and use of the library.
6. Provide direct financial assistance in some instances by purchasing special and unusual items for the library.
7. Arrange for volunteer help to assist in library cataloging or other library work.
8. Arrange to help shut-ins and invalids obtain material from library.
9. Raise standards of reading.
10. Assist Library Board and librarians in keeping pornographic literature out of libraries.
11. Assist in important field of school and church libraries in the area.

We'll certainly wish them much success and know they will have it, with such a good start.

CONRAD

"Friends of the Library" held their annual meeting at the Conrad Hotel, February 7.

'Backtrailing in Pondera' was the theme for the banquet. The women made old time scenes for table decorations. There are now 1880 active borrowers cards. Circulation for the past fiscal year was 37,179, an increase of 4,708 over 1960. Friends' groups help to maintain interest in libraries wherever they are.

HAVRE

The County Commissioners allowed more room and shelves for our Library. The County budget was a little short so 'The Friends' helped out enough to complete the project. Books are much easier handled now, as they were very crowded.

Our State Convention will be in Missoula May 4-6. Hope to see a representative from every 'Friends' group there, new and old.

MISSOULA

Missoula

May 4-6

1962

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National Library Week Contests

Three state-wide contests to create interest in National Library Week, have been announced by the Montana National Library Week committee.

An essay contest on "What Libraries Mean to Me", will be a new event this year. This contest is open to everyone, and an award will be made for the best essay entered in each of the following classes:

1. children through grade 6
2. young people in grades 7-12
3. adults including college students.

The Photo Contest will be similar to the one last year and is planned for amateurs, high school students and grade school students. Book prizes will be awarded to individual winners.

The Montana Student Librarians Statewide Publicity Contest is going into its fourth year. All student library assistants are invited to participate and to compete for the prize of a fine group of books to be presented to the High School Library having the best entry. This award will be made at the Montana Student Librarians annual meeting to be held at the Missoula County High School on the final day of National Library Week, April 14.

Mrs. Constance Piccioni

Patronize MLQ
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Downs, Robert B., Molders of the Modern Mind, Barnes and Noble, Inc. New York, 1961.

In two works that have appeared in the last five years, Robert B. Downs, Dean of Library Administration at the University of Illinois, has attempted to summarize the contents of those books that have had an outstanding effect on modern thought. In 1956 he published a work through the New American Library called Books That Changed The World, which traced the principal ideas on man and science to sixteen works of outstanding merit. His last work, Molders of the Modern Mind, is an outgrowth of this earlier study, which both because of the larger number of titles treated (111 rather than 16) and through the wider range of its exploration (embracing lexicography, law and sociology as well as history, economics, biological and physical science) is a more adequate and balanced publication than the earlier work. The principle of selection in both books is the same, the influence of books on men's thought and action; and largely owing to this principle many works of unquestioned scientific and literary merit in their respective fields are omitted, and many others of dubious value, like Hitler's Mein Kampf and Horatio Alger Jr's Ragged Dick, are included.

Due to the author's unusual capacity in catching the spirit and also the letter of works of difficult and complex thought, Molders of the Modern Mind rises above the commonplace and forms a contribution to knowledge.

Harry Hausser

Dr. Hausser is associate professor of philosophy at Montana State College.

Montana in Maps

The Endowment and Research Foundation at Montana State College has just published Montana in Maps, an 85 page, spiral-bound book. The authors are Nicholas Helburn, M. J. Edie and Gordon Lightfoot, all of the Earth Sciences Department at Montana State College.

The work is intended for use in elementary school geography, but it will certainly be of interest to the general public also. The contents include physiography, geology, climate, vegetation, water resources, agriculture, mineral resources, transportation, population, political divisions, and land administration. Of the 85 pages, almost half consist of maps or charts to illustrate the text. In fact, the text is kept to a minimum. The statistics on which the maps and charts are based are taken from official sources, both state and federal. Both maps and text are clear and typographically pleasing.

This is a publication which should be in every school and public library in Montana. Individuals too may well wish to add it to their home reference collections. It is available from the Endowment and Research Foundation at Montana State College, Bozeman. The price is \$4.00, postage free if check accompanies order.

Lesley M. Heathcote

"Backtrailing In Pondera"

This is the subtitle of The Library Review recently issued by the Conrad Public Library. A four-page printed brochure, it traces the history of the Library from 1905 to the lively and enthusiastic present. The program for the annual banquet sponsored by the Friends of the Library is also included, and it must surely have been a most interesting affair. The illustrations show the banquet committee at work and two shots of a story hour conducted by Alma Jacobs.

Conrad owes a debt of gratitude to its Library Board of Trustees, whose members, individually and collectively, have worked hard and imaginatively to provide library quarters and library service of which the community can be proud. First Whitefish and now Conrad have shown the way for our smaller towns; what they have done, others can do, and we hope the bandwagon will soon be crowded. It requires dedicated people doing a lot of hard and concentrated work, but this should not deter Montanans.

ALA

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Montana School Library Development Project

Mrs. Letitia Johnson*

Many are the developments in Montana's school libraries this year! The reports from the National Library Week, "Our Library--1962" indicate a new and healthy attitude toward books, library programs, and the learning process. You will hear reverberations from these "grass roots" stories and the state-wide library picture at the Montana Association of School Librarians meeting in Missoula, May 5.

A very happy facet evident is the professional pride of the school librarians who are pleased with their new opportunities to disseminate knowledge. Reference materials that answer the questions students ask; books that attract the eye, appeal to the active mind, and contribute to the individual's store of knowledge; newspapers and periodicals which develop alertness and interest in the world's people and events; and audio-visual materials which add color and intensity to reading experiences--all these are a joy to procure, process, and circulate to "young Montana". The increased and improved collections have stimulated librarians and students.

Pride in the school library has become almost synonymous with pride

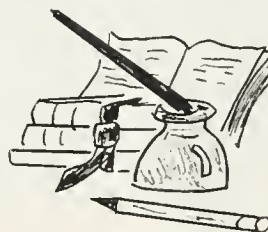
*Mrs. Johnson is Librarian of Missoula County High School and Chairman of the Montana School Library Development Project.

in the school; we note wide news coverage of the school library report at PTA and school board meetings, faculty meetings in which the school library program is the chief topic; and lay groups who wish to serve in the library--and there are learning the multiple opportunities the school library offers their children.

The professional school librarian will grow in stature among teachers and librarians as he serves the students. To do this he must:

- know books and other learning media;
- know a speedy efficient system for locating, organizing, and circulating information;
- understand children and/or youth and be able to teach them skills pertinent to effective library usage at their level;
- have administrative ability to coordinate quarters, collection, and personnel to best advantage in disseminating information;
- have a supervisory capacity to give emphasis or subordinate appropriate functions and keep acquisition, disposition, and circulation routines effective and efficient;
- have the disposition to delegate responsibilities and to train others in semi-professional and clerical work;
- have a love of life and a willingness to serve.

The school library development program in Montana has wide support, but the key to its success is in the local school librarian.



Young People's Reading In 1961

Young people in 1961 were reading at a level of maturity unequalled in previous years, and for the second year in a row their reading reflected a growing awareness of the nation's role in world affairs, a nation-wide survey of specialists in young adult reading in 46 big city high school and public libraries showed.

Compiled as "Interesting Adult Books for Young People - 1961" by the Committee on Selection of Books

and Other Materials of the Young Adult Services Division of the American Library Association, the list contains 28 titles chosen from 82 nominations by committee members, specialists in young adults reading and outstanding librarians who are asked to report their experience with the use of these books with young readers. The final selection is based on these replies. The list follows:

- Adamson, Joy Living Free; the story of Elsa and her cubs. Harcourt, 1961. \$5.95.
Buck, Pearl (Sydenstricker). Fourteen Stories. Day, 1961. \$4.00.
Burke, Clara(Heintz) and Comandini, Adele. Doctor Hap. Coward-McCann, 1961. \$4.50.
Burnford, Sheila (Every). The Incredible Journey. Little, 1961. \$3.75.

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Caracciola, Rudolf. A Racing Car Driver's World. Farrar, 1961. \$4.95.

Clarke, Arthur Charles. A Fall of Moondust. Harcourt, 1961. \$3.95.

Donovan, Robert J. PT 109, John F. Kennedy in World War II. McGraw-Hill, 1961. \$4.95.

Fast, Howard Melvin. April Morning, a novel. Crown, 1961. \$3.50.

Gann, Ernest Kellogg. Fate is the Hunter. Simon & Schuster, 1961. \$6.00.

Grzimek, Bernhard & Grzimek, Michael. Serengeti Shall Not Die. Dutton, 1961. \$6.95.

Gunther, John. Inside Europe Today. Harper, 1961. \$4.95.

Jefferis, Barbara. Solo for Several Players. Sloane, 1961. \$3.25.

Kemal, Yashar. Memed My Hawk. Pantheon, 1961. \$4.95.

Kirk, Russell. Old House of Fear. Fleet, 1961. \$3.95.

Lampell, Millard. The Wall, a play in two acts. Knopf, 1961. \$3.50.

Lederer, William J. A Nation of Sheep. Norton, 1961. \$3.75.

Martelli, George. The Man Who Saved London; the story of Michel Hollard, D.S.O., Croix de Guerre. Doubleday, 1961. \$4.50.

Paton, Alan. Tales from a Troubled Land. Scribner, 1961. \$3.50.

Piccard, Jacques & Dietz, Robert Sinclair. Seven Miles Down; the story of the bathyscaph Trieste. Putnam, 1961. \$5.00.

Plimpton, George. Out of my League. Harper, 1961. \$3.50.

Rama Rau, Santha. Gifts of Passage. Harper, 1961. \$4.95.

Romulo, Carlos Pena. I Walked With Heroes. Holt, 1961. \$5.00.

Stone, Irving. The Agony and the Ecstasy; a novel of Michelangelo. Doubleday, 1961. \$5.95.

Taylor, Robert Lewis. A Journey to Matecumbe. McGraw-Hill, 1961. \$5.95.

Thubten Jigme Nerbu & Harrer, Heinrich. Tibet is My Country. Dutton 1961. \$5.00.

Thurber, James. Lanterns and Lances. Harper, 1961. \$3.95.

White, Theodore Harold. The Making of the President, 1960. Atheneum, 1961. \$6.95.

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"We must begin at school and in college to learn to absorb life so that when we grow old we may be filled with its colors, thoughts, and sounds and so spend our last years in the melodies of sound, of color in flower, tree, and costume, and the lovely songs sung in poetry, story and play. If we don't, then the old seek relaxation in being a misery to themselves and a damned nuisance to others."

From *The Delicate Art of Growing Old* by Sean O'Casey.

Statement On Censorship

Endorsed by ALA Council

The following statement drawn up by the Committee on Intellectual Freedom was endorsed by the ALA Council at the Midwinter meeting:

"Libraries of all sizes and types have been under increasing pressures from persons who wish to use the library as an instrument of their own tastes and views. Such individuals and groups are demanding the exclusion or removal of books to which they object or the inclusion of a higher proportion of books that support their views. Similar attacks have been made on schools in connection with books used in their programs. In view of this fact, it seems desirable to set forth a few basic principles that may help librarians, trustees, and school administrators in preserving the freedom and professional integrity of their institutions.

"The problem differs somewhat between the public library, with a responsibility to the public to present as wide a spectrum of significant reading matter as its budget can afford, and the school library, whose collections are designed to support the educational objectives of the school. In both, however, there is involved the freedom of the school or the library to meet its professional responsibilities to the whole community.

"Every library or school should take certain measures to clarify its policies and establish its com-

munity relations. These steps should be taken without regard to any attack or prospect of attack. They will put the institution in a firm and clearly defined position if its book policies are ever called into question.

"As a normal operating procedure, every library, and the administration responsible for it, should establish certain principles.

"1. There should be a definite book selection policy. This should be in written form, and approved by the Board of Trustees, the School Board or other administrative authority. It should be clearly stated and should be understood by members of the staff. This policy should apply to other materials equally; i.e., films, records, magazines, and pamphlets.

"2. A file recording the basis for decision should be kept for titles likely to be questioned or apt to be considered controversial.

"3. There should be a clearly defined method for handling complaints. Any complaint should be required to be in writing, and the complainant should be properly identified before the complaint is considered. Action should be deferred until full consideration by appropriate administrative authority.

"4. There should be continuing effort to establish lines of communication to assure mutual understanding with civic, religious, educational and political bodies.

"5. Newspapers of the community should be informed of policies governing book selection and use. Purposes and services of the library should be interpreted through a continuing public relations program, as should the use of books in the school.

"6. Participation in local civic organizations and in community affairs is desirable. The library and the school are key centers of

the community; the librarian and school administrator should be publicly known as community leaders.

"If an attack does come, remember the following:

"1. Remain calm, don't confuse noise with substance. Most attacks come from small groups of people who have little community backing. Time after time the American people have shown that given the facts they will solidly back the responsible exercise of professional freedom by teachers and librarians and that they will insist on protecting their own freedom to read. Insist on the deliberate handling of the complaint under previously established rules. Treat complaints with dignity, courtesy, and good humor.

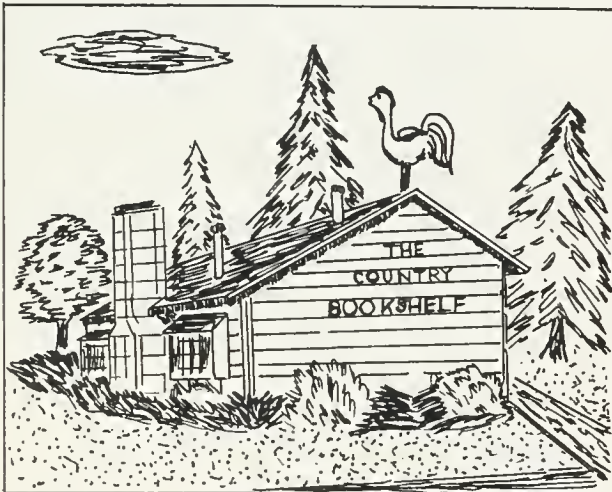
"2. Take immediate steps to assure that the full facts surrounding a complaint are known to the administration. The school librarian should go through the principal to

the superintendent and the school board; the public librarian to the Board of Trustees, or to the appropriate community administration official; the college or university librarian to the President and through him to the Board of Trustees. Full written information should be presented, giving the nature of the problem or complaint, and identifying the source.

"3. Seek the support of the local press immediately. The freedom to read and the freedom of the press go hand in hand.

"4. Inform local civic organizations of the facts and enlist their support where possible.

"5. Defend the principles of the freedom to read and the professional responsibility of teachers and librarians, rather than the individual book. The laws governing obscenity, subversive material and other questionable matter are subject to interpretation by the courts. The responsibility for removal of any book from public access should rest with this estab-



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lished process. The responsibility for the use of books in the schools must rest with those responsible for the educational objectives being served.

"6. The A.L.A. Intellectual Freedom Committee and other appropriate national and state committees concerned with intellectual freedom, should be informed of the nature of the problem. Even though each effort at censorship must be met at the local level, there is often value in the support and assistance of agencies outside the area which have no personal involvement. They can often cite parallel cases and suggest methods of meeting an attack. Similar aid in cases affecting the use of books in the schools can be obtained from the Commission on Professional Rights and Responsibilities of NEA.

"Every librarian should be familiar with certain basic documents which have been prepared by the American Library Association and represent

the position of this national organization of more than 26,000 librarians:

1. Library Bill of Rights. (Adopted June 18, 1948 and amended February 1, 1961 by the ALA Council.)
2. Statement on Labeling. (Adopted July 13, 1951 by the ALA Council.)
3. School Library Bill of Rights. (Adopted July 8, 1955 by the ALA Council.)
4. Freedom to Read Statement. (Prepared by the Westchester Conference of the American Library Association and the American Book Publishers Council, May 2 and 3, 1953.)
5. Policies and Procedures for Selection of School Library Materials. (Approved by the AASL February 3, 1961.)

"Copies of each of these may be obtained by writing the American Library Association, 50 East Huron Street, Chicago 11, Illinois."



HIGHLIGHTS OF THE PROGRAM

MONTANA STATE LIBRARY ASSOCIATION

MAY 4, 5, 6, 1962 - MISSOULA

THURSDAY, MAY 3

7:30 - 9:00 P.M.

Social Hour, Missoula County High School.

FRIDAY, MAY 4

9:00 - 12:00 Noon

Opening address: Mrs. Hugh McNamer.
Institute on "The Library in the Legislative Process," conducted by Mrs. Helen Gilbert, Librarian, Yakima Valley Regional Library, Washington, with Mrs. C'Ceal Coombs, Legislative Advocate for the Washington Library Association, Consultant.
Panel discussion with Legislators and Mrs. R. D. Warden, Legislative Chairman, and Miss Germaine Krettek, Director of the ALA Washington office.

12:00 Noon

Luncheon - Miss Eleanor Ferguson, Executive Secretary, Public Library Association of ALA, speaker.

2:00 - 4:30 P.M.

Address: Miss Germaine Krettek.
A continuation of the morning program.

7:00 P.M.

Banquet.

SATURDAY, MAY 5

9:00 - 9:45 A.M.

General business meeting.

9:45 - 10:15 A.M.

Coffee hour with time to meet the exhibitors.

10:15 - 12:00 Noon

Division Meetings.
School Library Division business meeting - Mrs. Jane Carey, Chairman. Miss Leila Doyle, Assistant Director, School Library Development Project AASL, speaker and consultant.
Trustees and Friends Division and Public Libraries meeting, organization meeting of the new division followed by a program, "Using What We've Learned," under the direction of Mrs. Marjorie Moores.

12:00 - 1:30 P.M.

Luncheon - Miss Harriet Miller, Superintendent of Public Instruction, speaker.

1:30 - 3:30 P.M.

Division Meetings.
School Library Division continuation of the morning program.
Trustees and Friends Division and Public Libraries, "Let's Talk About Books" with Mrs. Alma Jacobs, Librarian of the Great Falls Public Library, Dr. H. G. Merriam, and Mrs. Louise Kjera.

5:00 P.M.

Smorgasbord.

8:00 P.M.

Music Festival, Montana State University Field House

SUNDAY, MAY 6

8:30 - 10:00 A.M. Breakfast Business Meeting
 Installation of Officers.

49th ANNUAL CONFERENCE
MONTANA STATE LIBRARY ASSOCIATION
MISSOULA, MONTANA

The Montana State Library Association and the librarians of Missoula cordially invite you to attend the 49th Annual Conference of the Association at Missoula, May 4, 5, 6, 1962.

The preliminary program is in this issue of the Quarterly.

All meetings and meals will be held in the Florence Hotel except the Thursday evening coffee hour, which will be in the South Avenue High School Library.

REGISTRATION

Thursday	7-9 P.M.	During coffee hour at the South Avenue High School Library.
Friday	8-11 A.M.) 1:30-3 P.M.)	Florence Hotel Mezzanine
Saturday	8-11 A.M.	Florence Hotel Mezzanine

The Treasurer will be available at these times to collect your MSLA Dues.

"What then is the spirit of liberty? I can not define it; I can only tell you my own faith. The spirit of liberty is the spirit which is not too sure that it is right; the spirit of liberty is the spirit which seeks to understand the minds of other men and women; the spirit of liberty is the spirit which weighs their interests alongside its own without bias; the spirit of liberty remembers that not even a sparrow falls to earth unheeded; the spirit of liberty is the spirit of Him who, near two thousand years ago, taught mankind that lesson it has never learned, but has never quite forgotten; that there may be a kingdom where the least shall be heard and considered side by side with the greatest."

- Judge Learned Hand, in THE SPIRIT OF LIBERTY
Papers and Addresses of Learned Hand, Collected,
with introduction and notes, by Irving Dilliard,
page 190, Knopf, 1953.

ACCOMMODATIONS

Please make reservations directly with the hotel or motel. Since the State AAUW is also meeting in Missoula on Saturday, May 5, it is advisable to make reservations early.

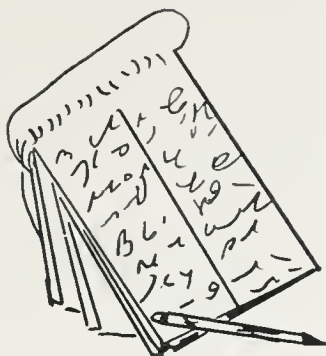
HOTELS (Room with bath)

	<u>Single</u>	<u>Double</u>	<u>Twins</u>
Florence Hotel (Headquarters) Free inside parking for registered guests.	\$5.50-8.00	\$7.50-10.00	\$10.50-12.00
Missoula Hotel	4.50	6.00	7.00
Palace Hotel	4.50	6.50	8.50

MOTELS

All Motels listed are on Highway 10, which is also Broadway Street. Broadway is intersected by Higgins Avenue on which the Florence Hotel is located, two blocks south of the intersection. The east and west locations on Broadway are east and west of this intersection.

	<u>Single</u>	<u>Double</u>	<u>Twins</u>
Bel Aire Motel 300 E. Broadway	\$5.50-6.50	\$9.00-10.00	\$10.00-12.00
Big Chief Motel 744 E. Broadway	6.00	8.00	10.00
City Center Motel 338 E. Broadway	7.00	7.00	8.00
Colonel's Motel 1410 West Broadway	6.00	7.00	8.00
Downtown Motel 402 E. Broadway	7.50	12.00	9.00
Rancho Motel 1010 West Broadway	7.00	7.00	8.00
Sun Rise Motel 701 E. Broadway	7.00	7.00	8.00
Travelers Treat 1650 West Broadway	4.00-5.00	5.00-6.00	8.00-12.00



NEWS AND



NOTES

A revised edition of Jean C. Loos' Patterns in Reading: An Annotated Booklist for Young Adults is now available from ALA at \$2.25. It includes 1600 titles, both fiction and non-fiction, three-quarters of which are new to this edition.

Dorothy McGinniss has been appointed executive secretary of the American Association of School Librarians, succeeding Eleanor Ahlers who is now School Library Supervisor for the State of Washington. Miss McGinniss has been a supervisor of library services with the Baltimore County Board of Education.

"Read - And Watch Your World Grow"

A recent survey released by ALA shows that Americans are reading more, reading more seriously, and with more concern for domestic politics, and the world role of the United States, than ever before. This is the first reading interest survey made by ALA since the 1940's.

Adult book circulation has increased 29% in the last five years, and the emphasis has been away from westerns and mysteries, 'towards art, music, political affairs, and science. 60% of the librarians reporting thought that the increased

educational level of readers was an important factor.

The main interest in foreign affairs was in Africa, the Soviet Union, the United Nations, and South America. Librarians, especially in the south and west, reported a growing interest in conservatism; this was not so pronounced in the east. Interest in "do-it-yourself" information is decreasing.

There has been a marked increase in the use of phonograph records for foreign language study, and to a less extent for poetry and music, dramatics, typing and dictation practice.

The librarians believe that the glut of westerns on TV has influenced the shift away from this form of light reading. On the other hand, intelligent discussion on TV has led the public to show more concern about public affairs. In general, librarians apparently agree that TV does not detract from education and reading, but rather encourages them. As Florrinell F. Morton, president of ALA says, "through radio and television we are able to reach a whole new and relatively untapped audience."

The H. W. Wilson Co. has announced

a new title in the Reference Shelf series - entitled Television and Radio, and edited by Poyntz Tyler, it consists of three sections: (1) growth problems and hopes of the radio industry; (2) TV, including expansion, economy, political implications, educational possibilities, and recent scandals; (3) wants of the viewers, TV abroad, censorship. Available from H. W. Wilson Co., 950 University Avenue, New York 52, at a cost of \$2.50.

Earlier we reported in these columns the project for a series of reading guides entitled Reading For an Age of Change, to be published by ALA, and supported by a Carnegie Corporation grant. They will be similar to the "Reading with a Purpose" series issued in 1925-1933. The subjects and chairmen for the

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first four guides are: "The Expanding Population and the World's Resources", R. E. Kingery, New York P. L.; "Trends in the Contemporary Arts", Dr. Julia E. Sabine, Newark P.L.; "Freedom of the Mind", Robert B. Downs, University of Illinois; "Space Science," G. S. Bonn, New York P. L.

Library 21

Of course everyone will be going to Seattle this year to attend Century 21, the Seattle World's Fair. There you may investigate the "Library of the Future". Although it is fully expected that printed materials will continue to be basic, the problem is how to make such a deluge of them available. Library 21 will suggest how electronics will affect storage, retrieval and communication. Among industrial participants will be Remington Rand, UNIVAC, RAC, IBM, National Cash Register, Magnavox, Xerox, Inc.

The machines are now being fed the information by librarians, so that when visitors ask questions, the machines will answer.

Plans for the future envisage six or seven core libraries which will service vast areas of the nation. They will be tied together in a communications network and will provide service to all libraries in their respective regions, so that every library user will have access to all information. The exhibit will show how this can be accomplished by means of our modern techniques.



The Library Image

Speaking about recruitment recently, David Clift, executive director of ALA, stressed the need to tell the library story constantly. He spoke of the need for a good library image and cited the following as essential to attain this: (1) a skilled, understanding, and public relations conscious staff; (2) a varied and up-to-date collection of library materials; (3) attractive and inviting physical facilities.

NLW 1962

Special efforts in conjunction with NLW 1962 will be directed to the alerting of young people to opportunities for careers in the library

profession, and to the increasing of public awareness of the vital role of college and university libraries in higher education. Continued attention will be given to reading opportunities for children and youth at home and in the community, and to need for development of school libraries.

Summer Library Science Courses at M.S.C.

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Doubleday Agent Changes

Bill Sandsmark, who succeeded his father as Doubleday agent in Montana, is leaving the State.

Mrs. Andersen Chairman
of Trustees and Friends

Mrs. Ralph Andersen of Havre has accepted appointment as Chairman of the Trustees and Friends Division of MSLA. She is a long time member of the Hill County Library Friends and will have many ideas to contribute.

The Medium-Sized Library

This year's annual conference of the Graduate Library School, University of Chicago will be held August 8-10, and will have for discussion The Medium-Sized Public Library: its Status and its Future. The medium-sized library is defined to be one serving a population of between 35,000 and 100,000. Communities of this size have undergone numerous changes in recent years, and these have left their impact on the public library. Aspects to be considered include: the social characteristics of the medium-sized community, its educational and cultural resources, and its economy; financial support of local government sources, and problems of future taxation; the structure, services and obligations of the public library; problems of book selection and rejection; library building in the light of civic changes and cost trends; possibilities of technological developments in solving personnel and other problems.

The conference will be directed by Leon Carnovsky and Howard Winger. Further information and copies of the program may be obtained by

writing the Graduate Library School University of Chicago, Chicago 37, Illinois.

Aurianne Award to Old Ramon

The fourth Aurianne Award of \$200 has been awarded to Jack Schaefer, for Old Ramon. This award is given by the ALA for the best children's book on animal life which develops a humane attitude.

Newberry & Caldecott Medals

For the first time these awards have been given to two previous winners. The Newberry medal has been awarded to Elizabeth Speare for The Bronze Row and the Caldecott medal to Marcia Brown for Once

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a Mouse. . . In 1958 Mrs. Speare received the Newberry medal for Witch of Blackbird Pond. Miss Brown's previous award was for Cinderella in 1955.

Runners-up for this year's Newberry award were Frontier Living by Edwin Tunis, The Golden Goblet by Eloise McGraw, and Belling the Tiger by Mary Stolz. Caldecott medal runners-up were Peter Spier for The Fox Went Out on a Chilly Night, Maurice Sendak for Little Bear's Visit, and Adrienne Adams for The Day We Saw the Sun Come Up.

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The Graduate School of Librarianship of the University of Denver will hold a workshop in "School Library Supervision" on its campus July 9-20, 1962, under the direction of Miss Helen R. Sattley, Director, School Library Services, New York City Public Schools. All aspects of supervising school libraries will be explored through a series of talks, seminars, individual projects and trips.

The workshop, open to both credit (3 quarter hours of graduate or undergraduate credit) and non-credit registrants, will be limited to 40 participants to insure ample opportunity for consideration of individual problems. Tuition will be \$60.00. Room and Board (17 meals a week) will be available on campus for \$70.00 for the two-week period. Anyone interested should apply as soon as possible by writing to the Co-Director, Miss Lucile Hatch, Associate Professor, Graduate School of Librarianship, University of Denver, Denver 10, Colorado, for further information and registration blanks.

- ATTENTION -

Librarians Who Have Served Abroad

The International Relations Round Table of the American Library Association plans to issue a new directory with a geographic index of American librarians who have worked or studied outside Canada and the United States. You are invited to submit data for inclusion if you have been abroad in one of the following capacities:

- (a) Adviser or consultant
- (b) International conference delegate
- (c) International service (e.g., Unesco)
- (d) Lecturer
- (e) Librarian

- (f) Major acquisitions program participant
- (g) Research project
- (h) Short term assignment by own institution
- (i) Teacher
- (j) Student
- (k) U.S.I.A. (or other agency)
- (l) Other (please specify)

Closing date for inclusion is July 1, 1962. Information should be sent immediately, however, to Mrs. Mary Ann Adams, International Library Relations Assistant, Library of Congress, Washington 25, D. C. If preferred, forms to be filled in can be obtained by writing to Mrs. Adams.

Library Workshop
at M.S.U.

Montana State University announces a two-week workshop, July 16-27, 1962, on "A Library 'Action' Plan" which will be concerned with developing a practical educators' guide for teaching library skills, kindergarten through grade twelve. This workshop, for which three graduate or undergraduate credits may be earned, will be addressed to experienced teachers, school and public librarians, and administrators.

The Director of the Workshop notes that Mrs. Helen Tyler, the special guest consultant and longtime Library Coordinator of the Eugene

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Public Schools has had considerable practical experience devising and implementing such a program in Oregon. Other resource personnel participating are Mrs. Letitia Johnson, a professionally well-known Montana high school librarian and educator, and Mrs. Geneva Penland, workshop Director and Assistant Professor of Education. All are especially well-qualified in young people's librarianship. Also numerous guest speakers are scheduled to speak on topics among which will be: integration of library materials into the curricula, school-public library relationships, reading guidance, the exceptional child and the library, the instructional materials center, the young people's author, the competent young people's librarian, and the impact of new educational trends and methods on libraries.

Based upon the sound premise that educational excellence is promoted through a thoughtfully conceived and implemented library program which includes library instruction and mastery on every level of fundamental library concepts which have been correlated and integrated with every subject area, this blueprint for "action" should prove an invaluable aid to the conscientious educator--the administrator, the public or school librarian, and the teacher.

To assist librarians and teacher-librarians to qualify for state and regional accreditation standards and for certification, additional courses are being offered this summer: first session (June 11-July 3) Children's Literature, Organization and Administration of the School Library, Cataloging and Classification, Bibliography and Book Selection, Audio-Visual Aids, Seminar on Group Guidance Procedures; and the second session (July 16-August 17), Library Reference Materials.

Address inquiries concerning the program and registration to: Geneva T. Penland, Assistant Professor, Library Education, Montana State University, Missoula, Montana

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News Of Other Library Associations

Alberta

The provincial Association is planning a meeting with Saskatchewan this year. The Bulletin reports that Manitoba has been invited, is interested but may not be able to attend. This development could easily mark the beginning of a Prairie Provinces regional group, which would undoubtedly contribute much to library extension. We wish our northern neighbors well in their effort. I wish we could sometimes get together with them. Our problems are similar, and the 49th parallel is awfully artificial in some respects.

The periodical Leisure, kindly sent the Editor by the Alberta Recreation & Cultural Development Branch, carries in its October 1961 issue a list of Provincial Scholarships available in 1962. Amounts varying in size from \$100 to \$500 are offered in athletics and outdoor education, handicrafts, drama, librarianship, music, recreation administration, visual arts. True, the Alberta government has more funds than Montana, but if we sought to find out why, it would be most enlightening to us.

Alberta's membership fees are on a sliding scale, not only for individuals (from \$1.00 to \$5.00) but

also for libraries, where they run from \$2.00 to \$25.00 annually.

Oregon

The Oregon State Library offers two scholarships of \$2000 each for the training of librarians, the only requirement being that the recipient must return to Oregon for at least one year's work in a library serving a rural area.

The Oregon Library Association offers a \$300 scholarship, and the Byron Co. gives two, each for \$100.

"I would like to say to the many librarians of schools and institutions in Montana that I am very happy to have had the opportunity to work with you for the short time I was there.

My father felt this way which I am sure most of you know. I am in turn most grateful and would like to express my indebtedness to you for the business and the many enjoyable times that I had with you.

Please accept my thanks with wishes to see some of you from time to time.

Sincerely,

Bill Sandsmark
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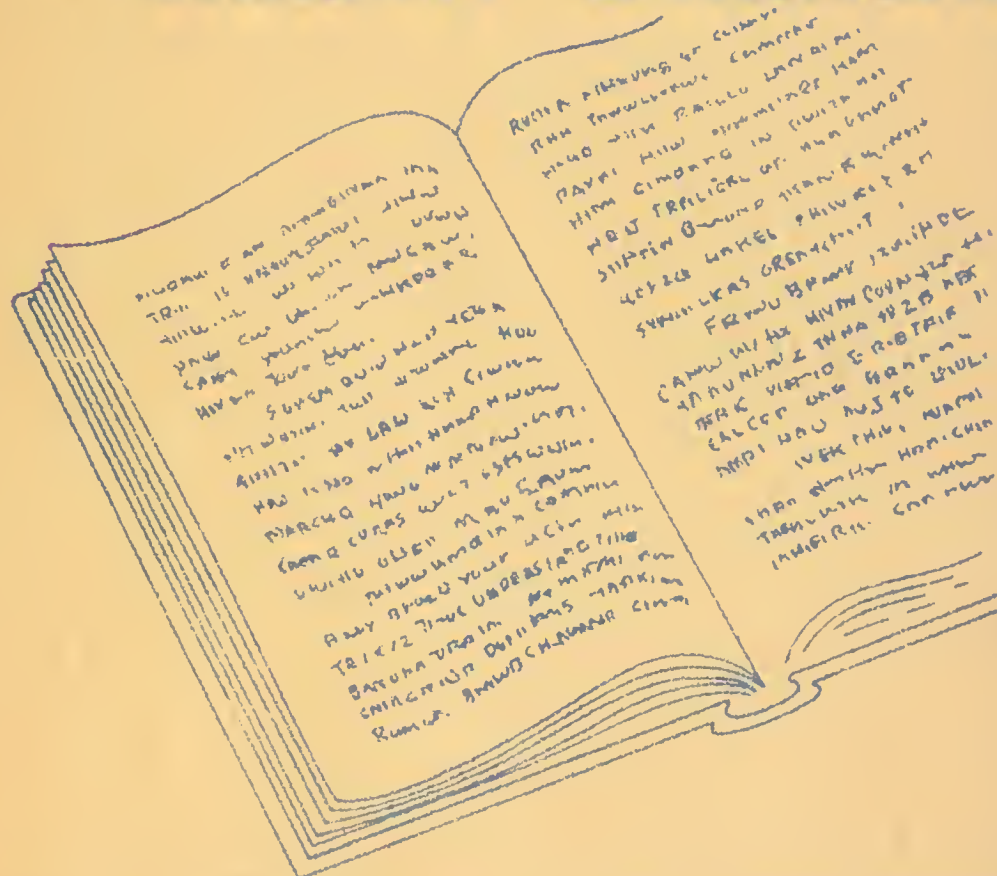
ALA Representative - Kathleen Campbell

PNLA Representative - Mrs. Ruth Longworth

July 1962

MONTANA

LIBRARY QUARTERLY



OFFICIAL PUBLICATION OF THE
MONTANA LIBRARY ASSOCIATION

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THE MONTANA LIBRARY QUARTERLY

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The Montana Library Quarterly is sent free to members of the Montana Library Association. To all others the annual subscription is \$2.00. Please enter subscriptions with the Editor, making checks payable to the Montana Library Association.

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The Montana Library Quarterly is indexed in Library Literature.

PRESIDENT'S FOREWORD



The 49th Annual Conference of the Montana Library Association held in Missoula this May was a great success with its concrete suggestions on influencing the legislative process. Too long has the image of the librarian been that of the stereotyped, mousy recluse contentedly withdrawn from the world among her dusty books. Today in order to operate a good library the librarian must sell the need of a library and the need to support the library to the public so that there will be sufficient means to operate.

However, in our anxiety to impress everyone with the librarian in the role of politician and extroverted business man we should not forget the role of the librarian as the guardian and dispenser of knowledge, the server of spiritual and intellectual values. Books and people are a library's main concern.

In an effort to accomplish our necessary task of bringing financial support to our libraries we may so emphasize the social and mechanical end of the job that we may lose sight of our own intellectual advancement without which we cannot be truly good librarians. Along with this, we must not lose our

personal touch with the reader. If we do, we will lose our reason for being and will find our places taken by automated machines.

Our libraries cannot serve the needs of the public successfully unless we librarians with our individual levels of ability accept the need for high standards of performance and strive to achieve those standards. We must read and know our professional literature and keep abreast of the intellectual advancements of our time.

Let us project the image of the librarian as a successful business person and also as an intellectual leader. In that way we will best serve both ourselves and our profession.

Mary Antunes

Read and Watch
Your World Grow

Our Responsibility For The School Library Program

Harriet Miller*

It has been a real pleasure for me to have the opportunity of attending part of your 49th annual conference -- and of having the opportunity to speak to you this noon.

A check of my calendar revealed that the first time I was privileged to talk with you was in May of 1958 in Billings. At that time, because I had taken office approximately one year before and was still an unknown quantity to many of you, I tried to give you some idea of my thinking. I stated my belief in the important role of school and community libraries; indicated the need for a school library handbook; pledged my support and that of my office in assisting school librarians and administrators to expand library facilities throughout Montana; and expressed the feeling that we, librarians and educators, share a mutual responsibility: that of working together to provide every opportunity for the personal growth of our citizens, young and old.

I believe this is "Our Responsibility for the School Library Program" -- as my speech today is entitled -- the responsibility of working together to provide every opportunity for the personal growth of our citizens, young and old.

*Miss Miller is State Superintendent of Public Instruction for Montana.

While I do not think we can ever rest on past accomplishments, I do believe that great progress has been made by school librarians, public librarians and educators in making the citizens of our State more aware of the pleasures and importance of reading. You have had outstanding Library Week programs, communities have been recognized for their libraries, your Association has received a grant for the School Library Development Project, and I believe citizens are becoming more and more aware of library services and their importance.

Since libraries are a public service and as such are supported by the tax dollar, it is my feeling that you have achieved a real milestone in your convention program this year by addressing yourselves to the topic of "The Library in the Legislative Process" and by having four legislators participate in a panel discussion. Surely they have a better understanding of your problems and thinking, and likewise you gain something from them.

Several years ago we had Luke Wright, capitol correspondent for the Great Falls Tribune, speak at our annual school administrators' conference on the topic "A New Market for Your Talents." Luke is a fine newspaperman with a keen insight into the human nature and public relations. Of the many excellent suggestions which he gave to us there was one I frequently remember. He said, "The trouble with you educators is that you talk only to yourselves. You pat each other on the back and cry on each other's shoulders. You reach only each other." I wonder if this same comment is not equally valid for librarians. I suspect you tend to do the same thing that we in education do. You tend to talk only to yourselves. This is one of the reasons that I think having legislators on your program is so significant.

You know, people have to want a public service--whether it be libraries, highways or schools; people have to recognize the need for the public service and feel that it is vital enough to them to work for and pay for. You, as librarians, can talk yourselves hoarse on the need for good libraries, outstanding libraries, high school library standards and so forth, but somebody has to want them very much to make them a reality. The same thing is true with education. For this reason, I believe the more you can involve the citizens in your thinking and planning, the more likely you will be to succeed. The National Library Week program has contributed so much to this type of involvement. The Statement of Abraham Lincoln printed in your program, expresses succinctly this need to reach out beyond our own professional circles to accomplish our objective: "With public sentiment nothing can fail, without it nothing can succeed."

Now let's look at the state educational agency -- the office of the State Superintendent of Public Instruction -- and see how we measure up to our responsibility.

In 1961 the Council of Chief State School Officers issued a policy statement on the "Responsibilities of State Departments of Education for School Library Services." Two members of my staff served on the study commission which prepared this report.

The Guiding Principles set out in this policy statement include the following: "The State department of education should administer state-level services for school libraries. If any state department of education lacks legal authority for these services, the necessary authority should be granted.

"The state department of education is the agency which should provide leadership and supervisory services to promote the development, operation, and effective utilization of school libraries by local school authorities.

"The state department of education should administer school library services as an integral part of its instructional improvement program.

"Standards or requirements for the approval and accreditation of schools by the state department of education should include quantity and quality requirements for school libraries.

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"There should be a high degree of coordination within the state department of education on matters involving the relationship of school libraries to: Supervision, Teacher education, Certification, Standards, Curriculum, Materials of instruction, School plant, Research, Evaluation of schools.

"The state department of education should foster the concept of the library as an integrated instructional materials center, including books, periodicals, audio-visual equipment and materials, and give guidance in recommending financing and staff necessary to develop this broadened concept."

How do we measure up in terms of these guiding principles and what are our needs?

The State Superintendent of Public Instruction's responsibility for school libraries in Montana harks back to the laws of 1895. The problem today is not one of the lack of legal authority, as is true in some states, but rather the lack of funds to employ a School Library Supervisor. As I am sure you know, I have called attention to this need in my 1958 and 1960 Biennial Reports and will do so again in my 1962 Biennial Report to the Governor and Legislature.

We have tried to help meet this need for a School Library Supervisor by the appointment of a State Library Committee which has developed the excellent Guide for Montana School Libraries. This committee is composed of school administrators, public librarians, school librarians, university personnel and staff members of the Department of Public Instruction. We have sought the cooperation of you in M.S.L.A.--both as an association and as individuals. We have worked closely with the State Library Commission, and this year we devoted

approximately 1/3 of our annual administrators' conference to the subject of the school library. Miss Mary Helen Mahar of the U.S. Office of Education participated in this program as did a panel of librarians and administrators.

In developing the new accreditation standards for the elementary schools and revising those for the high schools, we have established 5 basic standards: these include:

1. Administration and Supervision
2. Teachers
3. School Program
 - a. School term
 - b. Curriculum
 - c. Library services
 - d. Guidance and counseling
 - e. Pupil records
4. School Plant
5. General Spirit and Tone of the School.

Standard 3, the School Program, includes Library Services as a specific item--to indicate clearly that Library Services form a vital part of the school program.

The requirements for the school library have been strengthened as have the requirements for the training of the school librarians. I believe we have made great progress in making school trustees, teachers and citizens aware of the need for, and importance of, an adequate school library. Our correspondence from school trustees, clerks, teachers and citizens regarding the school library standards has increased markedly as we have increased these requirements and tightened up on their enforcement. At first much of this correspondence was critical. Today, we have very little of this. Most of the correspondence expresses concern for doing what is required and reflects pride in what is being accomplished.

We have sought within my office to coordinate the instructional program and its cornerstone, the library, with teacher education, certification, school plans, etc. Our accreditation standards include statements on the type of library facilities which ought to be provided. These do not envision the library of tomorrow which Mr. Robinson mentioned, but they do set goals for improvement in the physical facilities of the school library.

Although we have made much progress, we still have inadequate budgets in most of our schools for books, periodicals and other instructional materials, as well as for trained personnel to assist students and teachers. We know the vital role that an outstanding library with qualified personnel can play in a school program; but not everyone agrees with us--some because they have never experienced the world of books, others because they see no value in spending money for books.

I have frequently expressed concern over the fact that students leave school without a true understanding of our public education system and their responsibility for supporting it. Somewhere along the line the idea that the schools are "of the people, by the people and for the people" gets lost. We graduate some vocal young people who feel little or no responsibility for the education of those coming after them. This is a serious problem for America today.

I am also concerned with the fact that young people graduate from high school and even college without developing the "library habit." We must strive constantly to open the doors of fine libraries to our youth and adults. Our people should react almost subconsciously to a new problem, a new idea, a new challenge, or a do-it-yourself pro-

ject, by wanting to go to a library for background and current information. All too frequently they do not do this. Rather they make up their minds on the basis of prejudices, misinformation or facts borrowed from someone else, or they never stop to realize that the do-it-yourself project they have outlined for themselves could be accomplished more easily with the help stored in the local library.

The key to developing the "library habit" for our people is a fine, inviting and well-used school library and a fine, inviting and well-used children's library in the community. If children learn early in life that the library is fun, that it enables them to learn new things and find answers to their questions, they will retain this idea through life and the public sentiment necessary to carry a community and school library program forward will be there.

We have much yet to do to convince people of the necessity for adequate and, hopefully, outstanding library facilities in both our schools and our communities.

Our responsibility, yours and mine, is to open the eyes of people--and keep them open--to the wonders of books for professional advancement, personal pleasure and a deepened understanding of others. By so doing, we will contribute to society and to the strength of our free nation.

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The Library -- Earth-Bound Or Space-Bound?

Eleanor A. Ferguson*

Just between you and me, when you encounter a speaker who selects a topic as indefinite as this one, you may be sure he has several things in mind. For one thing, he wants to provide himself with a big enough tent to hold any camels he happens to have on hand the day of the speech. He may want to use some or all of the speech he used for the Worshipful Order of the Daughters of Pharaoh, which was on an entirely different topic than the one your committee asked him to speak on. Or he may have the ignoble suspicion that if he announces his title as something prosaic like "The Future of Libraries", no one will come to hear him.

Since you are all here now and can hardly escape without discourtesy, I shall confess that all these ideas were in my mind when I chose the title, all except the Worshipful Order of the Daughters of Pharaoh, which I think I made up out of my own head just now! I do want to talk about the future of libraries, and it is possible you will hear echoes of other talks I have made, since a good deal of my working life is devoted to thinking about this question.

It is obvious that the question I asked in my title can only be an-

*ALA Executive Secretary for American Association of State Libraries, American Library Trustee Association, and Public Library Association.

swered (by me at least) in one way. I hope and expect that libraries are space-bound, if not quite as fast as Messrs. Shepherd and Glenn, at a respectable rate anyway. Some of you, however, may not be quite so sure. You may feel you have found your niche -- that sounds better than your rut, doesn't it?-- and you find it quite comfortable. Unfortunately, if you and your library don't keep up with the parade, you are going to find yourself all alone while the band plays half a dozen blocks up the street. There is no need for me to belabor the obvious by telling you that we live in a changing world; that you are all too well aware of; but it is a bit more difficult to say just what your responsibility in the matter is. Perhaps it will help to separate for a moment the person, the you who eats breakfast every morning and will soon need a new permanent, and the librarian. As a person, you can perfectly well wait until it is easy and comfortable to change; as a librarian, you have a responsibility for leadership, and have to keep ahead of the crowd. Many of us feel a strong resistance to what someone else tells us is progress, but I think we owe it to our profession not only to use our brains to understand what is going on around us, but also to see our own place in the march of history.

Part of the reason for our reluctance to change lies in the world in which we live and the society of which we are a part. About a year ago, Time magazine quoted the President of the Massachusetts Institute of Technology as saying, "The world into which we were born is gone; we have little or no idea of the world into which our children may grow to maturity. It is this rate of change, rather than the change itself, that I see as the dominant fact of our time." If this rate of change were only in material things, it would be hard to adjust ourselves to, but it is

not. We are being forced to revise the whole system of values in which we were brought up, or at least to examine them in the light of conflicting values to which many other people in the world adhere. More than that, these other people are no longer away on the other side of the world; they are getting uncomfortably close, not only in actual distance but in the time it takes to travel from place to place. What is distance when any of us can go from Chicago to Paris in 7 hours?

Not only are we being forced to look with a critical eye at the beliefs that form the core of our cultural life; we are compelled to do, so in the blinding glare of publicity due to our position of leadership in the world, a leadership still so new to us that we are not ready to use it easily and capably. And our democratic principles will

not allow us to do away with the freedom of information which makes the publicity possible. Our difficulties are not unlike those of a person who has learned to swim in a quiet lake when he first enters the ocean. At first, wading out on the sandy beach is easy, but just as the water gets deep enough for swimming, he is overwhelmed by a breaker which fills his mouth with the bad taste of salt water and stings his eyes and nose. He strikes out strongly only to find himself thrown back into shallow water where he thrashes about absurdly. And his difficulties are made no easier by the crowd of onlookers on the beach, some sympathetic, but some openly jeering at his struggles. For the swimmer, as for the United States, only one course is open -- to tackle the ocean again and again until he has mastered the trick; it is far too late to give up and return to our quiet waters.

Turning from the world to the United States, overwhelming changes are evident: in the growth of our population; in the changing age levels of our people, where soon there will be more youngsters still in school and old people in retirement than there are workers to support them; in the impact of machines and scientific development on our daily lives. Many of you probably feel as I do that you have managed pretty well so far with a hand-operated tooth brush, but I saw an item in the paper just the other day saying that a new type of electric tooth brush has been put on the market, so that you may now choose between one that goes back and forth, and one which revolves!

In our own field, the number of books published grows greater every year, and the task of selecting a few hundred to add to the library collection more difficult. It's not just a case of more books, either; there are far more subjects

National
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Week

April 21-27

1963

about which readers ask us, subjects that were hardly more than an idea in someone's mind when we went to school. It is said that of all the scientists who have lived in the world since time began, 90% are alive today; how they do any research is beyond me, for all of them seem to the weary librarian to spend all their time writing books!

It may be too soon to tell what effect the machines for indexing information will have on the ordinary library, but there is no doubt that it will be tremendous. After a visit to the Library 21 exhibit at the Seattle Fair, I'm sure it's no exaggeration to say that machines are now in existence that can supply more information and supply it more quickly than has ever before been possible. For instance, one of the tricks the Univac at Library 21 has learned is to produce a sheet of up to date information on any country in the world. Using the same technique, it will be perfectly possible for a teacher beginning a unit on Ghana, for instance, to get the very latest information about trade, manufacturing, what people eat, and even how many books the public libraries circulated in the last year, all carefully geared for her grade. And since Univac can just as easily make 40 copies as one, every child in the class can have one for himself.

Two very obvious implications for the future of libraries are apparent in this one small example. One is that children given this sort of up-to-the-minute education aren't going to be satisfied by 10-year old encyclopedias or atlases that don't even show that Ghana exists. We are going to have to keep our book collections far more current than we have ever done. Moreover, the children's curiosity about all sorts of things most of us are completely unfamiliar with is going to strain our resources to the limit.

The other implication is that this sort of information can only be supplied on a very large scale - in the example I've given it might have to be produced nationally and distributed by mail or by another machine to each school which used it.

I said that for the exhibit at Library 21 Univac had been taught a trick; actually that's not a bad description of what goes on. The machine doesn't know anything until somebody teaches it, just as a dog doesn't know how to play dead until someone goes to a lot of trouble showing him how. And teaching the machine -- doing what the experts call programming -- is a long expensive process.

One of the things Univac can do is provide "personalized reading lists." If you visit Library 21, you may choose one of six topics -- World Problems, for instance -- and tell the attendant some facts about yourself -- sex, age, how much you are interested in the subject, and so on, and the Univac will present you with a printed list of several books selected for you, each with a one-sentence annotation. About 35,000 people visited the exhibit the first day it was open and the Univac got 'way behind, but even if it could serve only 10,000 people a day, that would be pretty amazing. I'd like to tell you something about the preparations that went into this. The total number of books is about 8400. Staff members of six large libraries spent about two months on preparing the lists, writing the book notes and coding each book for the sort of person who would find it useful. Then, and this is what I find hard to believe, it took another two months to put all that information into the machine. Even with all that work, very special people can't be taken care of, for instance a 14-year old boy who wanted advanced material on mental health. Univac told him

that it had nothing to offer, and he'd better ask his public library when he got home!

Now, we librarians have been talking about cooperation for many years, and I know you in Montana have made great progress in this direction, but with the growing needs of our readers and the availability of these new sources of information, the matter of cooperation becomes all the more imperative. Libraries can't make full use of machines unless they all work together, not on a county basis, or even state-wide, but regionally and nationally. In no other way can the costs be met, for the machines cannot be used effectively by small groups of libraries.

What then is left for the librarian in the small town to do, if machines are going to do all the work and her patrons demand far more than her small collection can supply? My guesses are only guesses, of course, but for what they are worth, here they are. Her work will be different, but more interesting and demanding than it has ever been.

First I think a smaller proportion of our budgets will go into books to keep for our own readers and much more into contracts for various information services and to support large central book collections from which we will borrow extensively. Most of the books on our shelves at any one time will be on 3 to 6 month loans from these central collections; and for the reader with specialized needs, we will borrow heavily for shorter periods.

Secondly, the local librarian, who meets her readers face to face, has a tremendous job of interpretation. You're all familiar with the person who asks you one thing when what he really wants is something altoget-

her different. By skillful questioning or trial and error, you finally discover what he is driving at and can then start to find it. This skill, which all of us have had to develop, is quite beyond the abilities of a machine or even of a reference librarian miles away from the reader whom you ask for information. Both need the question stated just so. And it is this skill which will make the whole process work. At the same time, you will have to know vastly more about the resources of your state and the nation as a whole, so that you can direct your requests to the right place. The old definition of a librarian as a person who doesn't know anything but does know where to find it will be truer than ever.

By this time, a lot of you are probably saying to yourselves that you don't want to have anything to do with all this, and your town is pretty well satisfied with what it's getting in the way of library service. If this is what Ferguson means by being earth-bound you're all for it, and just let someone else mess around with all this machinery. This is a perfectly natural and human reaction, but it is not one that librarians and trustees can very well adopt, in their role as public servants.

As a profession, we pride ourselves on combatting censorship which seeks to keep certain books and ideas away from our readers. Our record is not perfect, of course, but on the whole, we really have resisted attacks on our book collections pretty well. However, there is another sort of censorship that we ourselves have too often allowed -- the censorship of failing to inform our communities of what the best libraries can do and how far short their own libraries fall. To ignore these new developments and stand still while everything about us is forging ahead is

a betrayal of the trust our communities have imposed on us. We must understand these possibilities and inspire our communities with enthusiasm for growth!

With all these fascinating possibilities on the horizon, what sort of people should we be recruiting to the job of librarianship? First, I'd say we need people with brains, who use them to think with. All too many people use their brains just to worry with, about what they'll do if something awful happens tomorrow instead of good hard thinking about what to do today to keep the awful thing from happening. Thinking is also mighty useful in deciding whether the way we do things is really the best way or just the way we were taught to do it.

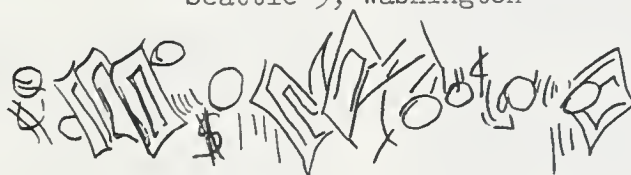
Next, we need people who plan ahead -- five or ten years ahead. Ask almost any librarian where his library will be in five years and you get a general answer -- more books, more staff, perhaps more room -- but seldom does he know what kind of books he needs most, or what new services the staff could offer, or what sort of space. Oftentimes, it is just this very vagueness that keeps us from getting the money we want, or the legislation, or the help from people in the community. Too often we seem to say, "Anything you'll give us we'll do the best we can with", instead of saying "Give us what we need to do this specific job well".

Right along with this goes the ability to endure disappointment. Of course, not all long-range planning

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will come off -- the plan may be wrong, or some unexpected opposition arise, or conditions may change, but none of these ifs really mean planning is a waste of time, just that the next plan should be wiser and more skillful.

Perhaps this next point is really part of the last -- the ability to change. I'm thinking now about little changes, not cosmic journeys to the moon. "The rule says reference books don't go out, so the town's leading banker can't have the World Almanac at home over the weekend." The fiction in 90% of all public libraries always has been arranged with Aldridge and Alcott on the top shelf and the W's and Z's on the bottom. Think of all the good books languishing on inaccessible shelves that could be put to use if you reversed that order!

And finally, we need people who get along with people, who are equally gracious and friendly to the man in overalls and the lady in the mink stole, who know why people respond as they do, and act in ways to bring out the best responses. Some people are so unaware of others feelings that they antagonize everyone. A horrible example of what I mean was the president of a library board I once heard tell a City Council it was none of their business what the board was going to do with its appropriation from the city. It's a wonder the library got any money at all, isn't it? Honestly, if we believe in the importance of libraries, we can't afford the luxury of that sort of trustee or librarian.

By this time, I've probably bewildered you or terrified you by the whole caravan of enormous camels I've tried to squeeze into one small tent of a speech. Lest you feel like jumping off a high mountain rather than face such a future, let me close with two hopeful notes.

The first is that our basic job is not changing, but only the tools with which we do it. That basic job was defined by Gerald W. Johnson almost ten years ago when he called the library "an open door... into the field...of the wisdom and experience of all mankind." This is our job now, and will remain so; only the tools with which we do it will change. Some of us have opened only peepholes in the past, but we can enlarge them into doors by using our skills and by understanding and taking advantage of the new resources developing before us.

Secondly, we are not alone in this effort to grow in service. We have many friends ready to help once we are sure in our own minds where we want to go. National Library Week is clear evidence of this, to say nothing of our friends in Congress, in the State Legislatures, and in our own local governing bodies. Someone said, "Nothing is more powerful than an idea whose time has come". I believe the time for library progress has come -- let's push it along, not wait to be dragged at the tail of the procession!

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1. American Library Association. Public Library Service, Chic. 1956/ p. ix.

ATTEND

THE PNLA

CONFERENCE

Montana Student Librarians

Constance E. Piccioni

The annual spring meeting of the Montana Student Librarians was held in Missoula on April 14, with the South Missoula County High School acting as host. This meeting, planned by the student executive board, was conducted by Henry Haug, senior student of Clyde Park High School. About one hundred and twenty five student members attended, representing Library Clubs at Missoula, Havre, Hobson, Hamilton, Browning, Conrad, Clyde Park, Florence, Cascade, Ronan, Anaconda, Kalispell, Great Falls Central, Bozeman Senior, and Rosary High School at Bozeman.

Also in attendance were the three members of the Permanent Advisory Council. These librarians are Mrs. Ruth Longworth, librarian of the Montana State Library Commission; Mrs. Geneva Penland, Assistant Professor of Library Science, Montana State University; and Mr. James Copas, Assistant Professor of Library Science at Montana State College. Montana Student Librarians are most grateful for the sincere interest and the active support of the Council members.

The main attraction of the morning meeting was a panel discussion by student librarians from six different schools, moderated by Bernadette Roethle of Rosary High School. I feel that the students selected a topic of real significance: methods of making library clubs more effective in order to secure an improved status as an important school activity. It seems that the High

Schoolers, too, have an interest in the "Library Image".

Marian Place joined the group for lunch and was the featured afternoon speaker. She spoke to the group on the importance of having good libraries and well trained librarians. Other speakers were Rudy Kreienbuehl and Ara Tilkian, American Field Service exchange students from Switzerland and Lebanon. Each of these foreign students explained the difference between the high school libraries in his own country and the school library he was becoming familiar with here.

Officers elected for the coming year are Lynn Reed, Kalispell, president; Clarice Johnson, Rosary of Bozeman, vice-president; Donnell Fullerton, Hamilton, secretary; Lois Kolden, Kalispell, treasurer; and Anette Oma, Bozeman Senior High, historian.

The fact that several Montana schools sent representatives to our meeting for the first time, indicates that the organization is growing. It is our hope that the next meeting, to be held in the spring of 1963, will show an even wider representation of schools. This will happen if school librarians all over Montana will begin now to plan to participate in the 1963 meeting.

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Pres. J. F. Kennedy

MONTANA LIBRARY ASSOCIATION

FORTY-NINTH ANNUAL MEETING

MISSOULA

MAY 4, 5, 6, 1962

Compiled by Mrs. Ruth Longworth
and Mrs. Barbara Houghton

INTRODUCTION

The 49th annual conference of the Montana Library Association was held in Missoula, Montana, May 4, 5, 6, 1962. The theme of the program was: "The Library in the Legislative Process." The objectives were: To see the library as an essential part of the total educational resources of the community; to study methods of working with governing bodies to obtain necessary understanding and support. To point up in the conference theme the program quoted from Abraham Lincoln: "With public sentiment nothing can fail: without it nothing can succeed."

On Thursday evening prior to the conference the Missoula County High School librarians entertained at a coffee hour from 7:00 - 9:00 P.M. at the Family Living Center of the Missoula County High School on South Avenue.

The Association was most fortunate in having the assistance of Mrs. Helen Gilbert, Librarian, Yakima Valley Regional Library, Yakima, Washington; and Mrs. C'Ceal Coombs, Legislative Advocate for the Washington Library Association and Mem-

ber, Washington State Library Commission Consultant, Yakima, Washington; Miss Germaine Krettek, Director, ALA Washington Office, Washington, D.C.; Miss Eleanor Ferguson, Executive Secretary, Public Library Association, American Association of State Libraries and the American Library Trustees Association, American Library Association, Chicago; Miss Leila Doyle, Assistant Director, American Association of School Librarians, School Library Development Project for the School Library Division program. Most valuable assistance in making this program exceedingly good was given by the four legislators who participated: Senator Eddie Dussault, Missoula; Senator Maurice Ullom, Conrad; Representative Ted Schwinden, Wolf Point; and Representative Eddie Adams, Jr., Shawmut.

HURRAY FOR
BOOKS

FIRST GENERAL SESSION

Friday, May 4, 1962 9:00 A.M.

The 49th annual meeting of the Montana Library Association was formally opened by Mrs. Clare Smith, President. The invocation was given by Reverend Lawrence L. Gruman of the University Congregational Church. The Honorable Wesley Waldbillig, Mayor of Missoula welcomed the conference. Mrs. Perl Coombs, Librarian of the Glendive Public Library, gave the response to Mayor Waldbillig. Mrs. Smith then introduced Mrs. Helen Gilbert. Mrs. Gilbert's remarks follow.

Helen Gilbert: Good morning! Mrs. Coombs and I flew in on the last cloud yesterday. Before I go into the formal part of the program I want to say that the Washington Library Association sends greetings. I want also to ask you to consider carefully coming to Seattle to see Library 21. The Library Exhibit of the fair was the only one that was ready on time. We think this is a wonderful record.

The theme of your program is most intriguing. It is a complicated one, involving many people and many points of view. It is remarkable that you have four of your legislators here, not only for the legislators but also for the librarians and trustees. We know that without the support and interest of the legislators we can get nowhere.

There will be repetitions of ideas and thoughts but we hope that the people on the panel will bring you varying viewpoints. If you hear the same idea repeated, it is necessary to keep repeating. I think the key to the whole program is cooperation. We will now ask the members of the panel to come to the platform.

Mrs. Gilbert introduced Germaine Krettek, Mrs. Robert Warden, Chair-

man of the Montana Library Association Legislative Committee, and Mrs. C'Ceal Coombs and turned the panel over to Mrs. Warden, as moderator. Mrs. Warden then called on Miss Krettek for her talk, "Making Libraries Count with Legislators."

Germaine Krettek: One of the nicest things about my job is the opportunity it gives me to travel about the country to meet the fine librarians and trustees. I consider it an honor and a privilege. I expect to learn as much from you as possible. All of us must have a better understanding of how library legislation is enacted. I do not consider myself an expert because Mrs. Gilbert was doing this and was a past-master when ten years ago I took this position, as a young greenhorn in the field of library legislation.

There are basic principles that hold at every level of government. Library service is for everybody: men, women and children. Everyone has a stake in library service. It is one of the most important parts of education. Everyone believes in libraries but they are not always very well supported. We must make libraries count. They are as important as police protection. You may think that this is going pretty far afield. Unless you have a good library, business or industrial development isn't going to come in to your community.

You need also a strong State Library Agency. At the national level we must also have a strong library situation. We are a cultural resource in this changing world and we are either going to stand still or go forward. We need more money. I am speaking of legislators generically in every form. We must take in all kinds of libraries. I have talked to all sorts of people before coming and to the Montana delegation and there is great in-

terest in libraries. On my way here on the plane I met one man from General Mills, who wanted to live in Montana or Washington state, but not in Iowa. I was a little hurt for I am from Iowa, that very conservative state.

The world is moving too fast and we must accept change. There are one or two things I want to say:

First: Planning - if you are going to have any kind of good library program you must have long range planning. Always have legislation in your pocket. I know a man in Washington who is always prepared for you never know when you can use it, he says, "Keep it in your pocket."

Second: Know the power structure at every level. You must have the support of your mayor, and your municipal officials. You must also know who is the trusted adviser to, say, the mayor. You must have support of your Governor. You must know who are the people in the community and in the state who are influential. Find out the friends of those in office - know your power structure.

Third: You must be completely informed about your library program at the state and national levels. All must work together. Once you have decided on your plan you must get behind the program. No program is ever going to be what every single person wants, but push it. You must assume the responsibility for it. You are the ones who must take the responsibility. Then you must bring in the people and work with your legislators. Be careful who your sponsors are. Get the best people and try to get the ranking members of any legislative committee. I almost said, ask for advice, but don't ask for advice unless you are ready to take it. I am sorry to say you can't take everything at face value. This doesn't mean that if someone gives advice he is going to support your bill. You must con-

sider: Is he for your principles and is he going to see if your bill gets hearings.

I have some very exciting news on the national level. You are familiar with the Library Services Act and we are proud of what Montana has done. I even quoted from Montana reports when I was testifying. We find that every state is different and that this kind of federal stimulation program is fine and you have made a wonderful start. With your little bit of money you have increased state support for libraries by 90% and local support for libraries 70%. Librarians have been an example to the rest of the country to how to spend funds wisely and well. We have gone a long way with what we have had but where are we going from here? A comprehensive library bill has been developed and all at once it has been

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moving. We had a two hour talk about libraries with Ted Sorenson and Myer Feldman, who told us "You don't really have to feel at all concerned or convince us about libraries." The bill will be introduced next week (was introduced May 21, H.R. 11823 "Comprehensive Bill to Amend Library Services Act") and hearings will be held in June. It may be that in the last days of Congress they will want just this kind of bill for consideration. This legislation isn't going to happen by itself. It will take a tremendous amount of work and support. An increase of the authorization to \$20,000,000 and removal of the population limitation of 10,000 or less is asked for public libraries; School libraries would receive \$30,000,000 annually for the improvement of school libraries; college libraries would receive an authorization of \$10,000,000 annually to assist and encourage the acquisition of books, periodicals and documents. Authorization of \$7,500,000 for training for librarians is being asked. This will be in short term and long term loans for the training program.

I am so happy to see you are involving everyone in your Montana Library Association program: The Montana Federation of Women's Clubs, League of Women Voters, Trustees, and most important of all, your legislators. Thank you.

Margaret Warden: May I call attention to the MONTANA PRACTICAL POLITICS HANDBOOK. Shall we read from page one, "Effective Participation is Answer to Challenge" and everywhere it says business man substitute librarian. (Here reads)

We are in politics, so let's face it. Everyone is in the political stream otherwise we wouldn't be here. We have to sell our program and we have to be positive. Let's find the answers. Librarians have long been aware of financial de-

tails from drawing up their budgets. To get money you have to present something, but you also have to know the politics of your community. You must have books representing both sides of a question and for both parties. You must belong to organizations that are concerned with civic affairs and with good legislation. Go to meetings where your legislators are. Trustees can also take an active part in the political picture. Get behind your librarian. We have to stand up and fight for our rights. A mother must understand her daughter and must know her faults.

Librarians should meet with all boards of the city and invite them to use the library. When a need is greater than the need of the library, bow out graciously and they will remember you. Let us liken the library to a people's university for the young, old and for the children. It isn't exclusive. Everywhere you go let yourself be identified as library people.

This morning will be devoted to generalities and we will discuss the specifics later in the afternoon. I am going to begin with Representative Schwinden who will tell how the Governor prepares and presents the budget and what is its relation to the Appropriations Committee.

Representative Schwinden: We are very pleased to be here and I speak on behalf of all of the legislators. All legislators have one thing in common - ignorance. What I mean by this is the average legislator doesn't have available the type of thing that they have in Congress, that is, information at their fingertips. Considering that we deal with some 700 pieces of legislation we at times must rely on our own judgment and the judgment of people whom we trust of both parties. How a budget is prepared and how it is dealt with after its prepara-

tion? I never know whether I should talk theory or practice.

1. It is the responsibility of the Governor acting through the Budget Director, appointed by him. One way the Budget Director does this is to assess the needs of the various boards and agencies and commissions and the university and school needs. This is also done in a practical way by the Budget Director visiting the schools or having the representatives of various departments meet with him and then he makes his own analysis. But the final decision rests with the Governor himself. He has the power to change the recommendations of the Budget Director.

2. The Executive Department of the Governor's office then assesses the sources of revenue that exist to determine the total revenue under existing needs to see if it is enough. If the total revenue does not meet the estimates it is the responsibility of the Governor to suggest new ways of raising revenue or old ways of expansion. The budget must be in balance by law. There is no other alternative and this is required. I know as a farmer what I must spend in 1962. Government can usually determine its needs but you don't know how much money you are going to take in. Mr. Nelson, the current Budget Director, has stressed the amateurish way the estimates in past Montana budgets have been made. He intends to do a good job in making projections to include industrial development. The budget is then presented to the legislature with the Governor's recommendations which it takes in good faith and then acts upon it.

There are two key committees dealing with the budget: the House Appropriations or Spending Committee and the Ways and Means Committee. Only in the House can money bills originate. To expand the work of the House Appropriations Committee,

there is set up a Joint Committee with the Senate Finance Committee. In this way the Senate knows what to expect and what the bills contain and what the totals will be. These Committees meet with the various departments of state government and if these departments feel that the budget is not adequate, then they take their problems to the legislators to try to find a compromise. The members of the Subcommittees travel about the state visiting custodial institutions and departments of government to investigate the needs. It takes about 60 days to look into all phases. However, these appropriation bills can be introduced any time within the 60 days. The House takes the final features agreed upon to present the bill. Many decisions are made in the dark, so to speak, as we have no legislative reference service to help us. The spending needs are usually determined rather late in the session.

Mrs. Warden then called upon Senator Dussault to discuss how a bill becomes a law.

Senator Dussault: How does a bill become a law? I am most happy to have an opportunity to appear before you this morning. I have traveled the least number of miles to get here. I am not a seasoned legislator, I have only been there the last two sessions. However, I feel acquainted with your purposes, as lawyers in the past have often been called upon to assist organizations such as yours in drafting bills. I was very interested in what Miss Krettek had to say about what the ordinary citizen can do. It behooves these people to elect people who have children because those children are the real library patrons. My interest in libraries has been through my children though I constantly use the law library.

Why a bill is called a bill, Lord only knows. A law is an enacted piece of legislation; a bill is a proposed piece of legislation. If you have and are interested in a piece of legislation, talk among yourselves, then have an attorney help you with it. The Legislative Council has put out a free booklet on drafting a bill. It is available from the Legislative Council in Helena and is called "How to Draft a Bill." It describes the proper wording and how to get a bill introduced. Ask the Council for it. The Council was not formed for the purpose of drafting bills but they have assisted people in the last few years.

Watch out who introduces your bill. A bill may either be to amend an existing law, or if it is an appropriations bill it will originate in the House. You should also be careful of your sponsors. Library service should not be partisan. You should have representatives on both sides of the aisles. You may have anywhere from 1-50 sponsors for your bill. The moment a bill is introduced it is filed either with the clerk of the House or Senate. The presiding officer of the Chamber where the bill is introduced then assigns the bill to a Committee. That Committee then holds hearings and that is where you come in. Then the bill is debated in both Chambers, and more hearings may be held. If it is voted upon by both Chambers, it is finally drafted and then goes to the Governor for signature. The Governor has 10 days to make up his mind whether to sign it or not. Normally when a bill is introduced it is in mimeograph form and any legislator can have any bill he wishes. After a bill is introduced the legislator will find it on his desk the next morning. If the committee decides favorably then the bill must be printed. The total amount for printing in the last legisla-

ture was \$187,000 for bills. That is why committees are watchful about printing a piece of legislation that might not be cleared in the end.

Mrs. Warden asked Senator Ullom to discuss the lobbyist.

Senator Ullom: A lobbyist is a representative of a group or organization who attends the legislative session. His main work is to influence the legislators in behalf of his organization. A lobbyist should be helpful to the legislators. He investigates and looks up questions for the legislators. A good lobbyist does not have to buy dinners. He appears at committee meetings and presents his side of a bill, for or against. He will give you a very good idea of what his side of the story is. A good lobbyist will not force himself upon the legislators. By contrast the poor lobbyist doesn't always tell the truth, comes to your hotel room and tries to buy dinners and get you in his debt. A really good lobbyist will share his information and will know who is the real power in the legislature. I think there is a place for the good lobbyist in the legislature.

Mrs. Warden asked Representative Adams to discuss compromise. She asked why a bill does not always pass.

Representative Adams: Why does a bill not always pass - why do we have compromise? Someone has described legislators as the fellows who stand up and tell the biggest lies. In general legislators are a pretty well intentioned group of individuals. We all know if we are realistic that the demands made for money are almost always more than is at hand. The job of a good legislator is to find a way to meet the demands. There are also always other groups, each with their own

convictions on how money is to be spent. I, myself, had more letters concerning the library appropriation than for any other bill. I think your effectiveness is well felt now, but there is a long way to go. One of our greatest challenges is to make all families customers of libraries. The support at the local level is going to be the greatest determining factor in local success. In view of the austerity at the last session of the legislature your group obtained wonderful treatment. I want to emphasize working at the local level. The program thus far has succeeded best at the local level. The more the people rely on the federal program the more they neglect their local responsibilities at home.

Margaret Warden adjourned session for coffee break, after which the audience broke up into small groups and prepared questions to ask the panel.

GROUP I

Lucille Anderson, Librarian, Glacier County Library, Cut Bank: (This question was addressed to Representative Adams)

Mr. Adams, our group agrees with your point of view that local support and revenue for libraries is tremendously important, but in some areas local revenue is limited to real estate taxes. Does the state have a responsibility to make more revenue available?

Representative Adams: The responsibility of the state rests with the desires of the people. As the desire for libraries increases, I think the state can continue to increase the library appropriation for the Commission. If a vastly expanded program is shown clearly to be wanted by the majority of the people, then we must consider a sales tax.

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GROUP II

Mr. Mark Boesch, Trustee, Hamilton Public Library: (Addressed to Representative Schwinden) Representative Schwinden what can we do to bring about a legislative reference library for legislators?

Representative Schwinden: I really have no suggestions on what your group might do, other than use the facilities of the Legislative Council, which Senator Dussault pointed out in his talk. If five or six of us go to the Legislative Council with our problems that is fine but if thirty or forty of us pestered the Legislative Council that is poor. It would be very nice to have such a legislative reference service. Perhaps if your group would draw up a bill explaining what you can do for the legislators that would help, but I do not know if we have the funds necessary for such a service.

Mark Boesch: Is anything being done to ameliorate the condition to acquaint the legislators with their problems, in other words to keep the legislator well informed on day to day problems? Do you need more time to study bills?

Schwinden: I think the growing interest, at least in part of the country in eastern Montana, is one thing that leads to the all around selection of well informed legislators. In other words, if a legislator isn't well informed about the problems and needs of his constituents he won't be back in the legislature next year.

Mark Boesch: (Addressed to Senator Dussault)

While we appreciate your concern for children, how can we convince the legislators to extend this to adults? How do you feel about developing libraries for adults too?

Senator Dussault: All I can say is that the mobile unit is a fine way to interest adults in fuller use of the libraries. Adult Education classes have certainly pointed the way to what is available in libraries. I would like to have more of them and more time to use the service of the library myself. I am limited by time. I would not ask the public to pay for the books and materials used in my own profession, as I would not expect a person in the medical profession to have his books provided. Interest is growing in library support - there was considerably more talk about libraries in the last session of the legislature than there was in the session of 1959.

Here interjection by Germaine Krettek: She asked, "How many of you legislators have been on a bookmobile?" One had. She explained that it was the best bit of publicity a librarian could use. Congressman Fogarty from the House Subcommittee on Appropriations had advised Miss Krettek on this technique. He said, if you got every member of Congress to ride on a bookmobile there would be little doubt as to its wonderful service to the people and you would have no trouble with appropriations. It is a most dramatic form of telling the library story.

Senator Dussault: If we get every legislator on a bookmobile, we should get every librarian and every trustee to attend a one day session of the legislature to see what we have been doing.

Mrs. Gilbert: Attending a one day session of the legislature is a wonderful idea. It gives instruction at the grass roots level.

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GROUP III

Mrs. Don Baker, Sidney: (Addressed to Representative Schwinden)

When we are interested in a bill, how do we go about getting more accurate information and get it sooner than we now receive it?

Schwinden: May I give you an example? Say we have a bill concerning a disease in cattle such as brucellosis, I would probably talk with my friend Representative Adams who is familiar with the business, or another member of my party, or the Chairman of the Committee sponsoring the bill, or a representative or lobbyist from the Farmers and Stockmen. To be brutally frank I am not that interested in all the 700 bills in the hopper. I am mainly concerned with those that affect my area and those concerning the general welfare of the people of the state of Montana. In any case, if I were totally without information I would probably go to the Legislative Council.

All legislators have a list of bills under consideration, these are filed or a copy is forwarded to your county Courthouse where you may see it. As far as keeping abreast of day to day developments, keep in close touch with your legislator. The papers are often one day behind times and you will miss a hearing you might be vitally interested in. I suggest you stay on your legislator's back and he will keep you informed.

C'Ceal Coombs: If you have a legislative lobbyist for your association this is already done for you.

Question; Mrs. Baker: (Directed to Representative Adams)

Would we as a group, strengthen or weaken our position by suggesting a means of raising taxes when we request an appropriation?

Representative Adams: You must answer this yourselves. For instance a sales tax might be violently opposed by one group and favored by another. You would show a great deal of character to suggest a means of revenue. I want to bring up something that will just take a minute. When you need advice on something you know nothing about, if you can have your library trustees actually sit in the halls of the legislature that would be good. They will have a far better understanding of what the needs are. Ask your more vocal member of your group to run for the legislature.

Senator Dussault comments: I feel that there are some things which your legislator should do for you automatically with no need for a lobbyist, such as education. I feel the legislators are the people's lobbyists. I do not subscribe to a paid lobbyist for things such as education. If your group has a bill they want drawn up or can give the accurate information to their legislator then it is his responsibility. See your legislator on November 7, right after the election on the 6th so that he can have the information on his desk ready to go to Helena.

Helen Gilbert: In Washington state we see our legislators before and after they are elected. We see even the defeated candidates as they may be elected next time. We are for a lobbyist because we as librarians cannot stay two months away from our desks and our jobs.

C'Ceal Coombs: In Washington state we are not actually "Paid" lobbyists. Our expenses are merely defrayed. We find our legislators welcome our help in riding a bill through.

Senator Dussault: I do not consider the trustees of this group, or

the trustees of our school boards as paid lobbyists.

GROUP IV

Rita McDonald, Librarian, Chouteau County Library, Fort Benton: (Addressed to Senator Dussault)

What was the pamphlet and where do we write for it put out by the Legislative Council?

Senator Dussault: The pamphlet, "How to Draft a Bill." Write to the Legislative Council, Capitol Building, Helena.

Miss McDonald: Is it better to have a lobbyist who is non-partisan, or one from a particular party?

Germaine Krettek: I feel strongly that your lobbyist should represent no political party. You work with both parties for all of the people. You approach your legislator without partisan bias. It is necessary to work both sides of the aisles to effect good library service for all.

Senator Ullom: You should have no party affiliation or you will not be effective.

GROUP V

Mrs. Johnson, Trustee, Plains Public Library, Plains: (Directed to Senator Dussault)

Will you legislators let us know when a bill comes up that we are interested in?

Senator Dussault: Not always. Get in touch with your legislator or his secretary for the exact time.

Question: Can anyone lobby?

Senator Ullom: You don't have to have any particular credentials. If you are a paid lobbyist you must register with the Secretary of State.

Question: If your expenses are paid, are you a paid lobbyist?

Senator Ullom: I don't consider it so. But if you should abuse the privilege, the paid lobbyists might have some objections.

Question: Since the Superintendent of Public Instruction has recommended that there be a State School Library Supervisor in her last annual report, three of our school librarians want to know how we go about getting the legislature to appropriate funds for this office.

Representative Schwinden: I presume the Superintendent of Public Instruction will make this recommendation by letter to the legislators.

Question: What do you do when a bill doesn't come out in form you requested or expected?

Senator Dussault: May I suggest that compromise is the only successful way of getting your foot in the door. After we once get it on the books you are really set. From then on it can be amended and changed.

GROUP VI

Miss Anne Douglass, Librarian, Glasgow Air Force Base:

What form of pressure from home constituents would be the most effective? Letters or telegrams? What is the best time to approach the legislator?

Representative Schwinden: Before he is elected. After he is elected he doesn't know if you have supported him. I am suspicious of, say, thirty people coming in at once on some matter. I am more impressed by a card rather than a form letter....I am suspicious of thirty people sending the same mes-

sage or thirty people coming in. Any time you are going to improve a situation do not pressure. May I say this, you people haven't sold what my concept of a library is. There are many people who are suspicious whether it is children's education or adults. You must convince the people first, I am afraid. The job is to sell the people of your communities on the basic concept of libraries. This is the main lobbying that you can do.

Helen Gilbert: Representative Schwinden has spoken well. He is our knight in shining armour in hitting the key point.

GROUP VIII

Mrs. Marjorie Moores, Librarian, Hill County Rural Library, Havre: How can a person get an appointment with his legislator? How can you know when a certain committee is meeting, or a hearing being held?

Senator Dussault: Through your representative, but a letter or telephone call will do the trick. Contact your representative and he will tell you in what alcove, what room, etc., legislation is being considered or discussed and the time.

The meeting was then adjourned for lunch.

As I would not be a slave, so I would not be a master. This expresses my idea of democracy. What ever differs from this, to the extent of the difference, is no democracy.

Abraham Lincoln

LUNCHEON, 12 Noon

Mr. Gardner Cromwell, Associate Professor of Law, School of Law, Montana State University, was master of ceremonies. After introducing all of the head table, he called upon Miss Eleanor Ferguson, who spoke on the topic "The Library - Earth-bound or Space-bound?" (Miss Ferguson's talk begins on page 101 of this issue).

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SECOND GENERAL SESSION

Friday, May 4, 1962, 2:00 P.M.

Mrs. Mary Antunes, Incoming President Montana Library Association and Librarian, Havre Public Library presiding. Mrs. Antunes introduced Mrs. Helen Gilbert, Librarian, Yakima Valley Regional Library, Yakima, Washington and President of the Washington Library Association.

Mrs. Gilbert: We are most impressed by the wonderful developments in the state of Montana. The impact of your development has been felt in all parts of the state as evidenced by the presence of the legislators, and on government officials at all levels. The Library Services Act was enacted first of all to strengthen the state agency for better library service for all Montana. The increase of 116% in the budget demonstrates the great need for more financial support. Public, school and college libraries are faced with a serious problem of more adequate financial support. It is our own fault if we have become librarians without adequate budgets for we have a great heritage given us by earlier librarians who realized that libraries are very necessary. I have straddled two generations of library development. It has had one vital weakness. We gradually became separated in our ivory towers. We have accepted the crumbs after other phases of government were provided for. Other services were more vocal. I feel library service needs no apologizing. We are in competition with all major services of government and what we have to offer is intangible. We are just as important as roads, schools, police protection and weed control. Government must accept libraries as an integral part of education. Legislators must be made aware that libraries provide a relatively inexpensive way of continuing education. We must present the

costs clearly but we must make it clear that the profits can not be measured in dollars and cents and that business climate is improved because the people at home are better informed. Books not only nourish dreams but put the meat on the bones of living.

What has the Library Association in Washington state accomplished? We have worked for twenty-five years with the usual ups and downs. We have needed to recurringly amend our laws. There is no end to this. The role of the Washington Library Association has been almost entirely in the field of library legislation. Up to 1931 not much had been done including the role of the State Library whose leadership was nil. 1931-1935 was devoted to studying laws in other states. In 1935 we began in earnest. We obtained certification. Legislation was passed to permit the extension of library service to rural areas. Up until 1941 there were no laws for county or community regional libraries. Only city libraries were in existence. This legislation allowed libraries to combine. In 1940 there were 143 units of libraries. In 1947 the units were reduced to 121 but there were 1400 outlets of service. By 1962 we have 15 county units serving 22 counties. The total number of library units is 40 with 3,000 outlets of service. Legislation made it possible to borrow money, create bonding power and work on the 40 mill limitation.

We worked for the enactment of laws to take out special districts (e.g. water). We helped disestablish the 40 mill limitation. We have supported and secured "The Public Libraries Fund" which is now called "Development Funds." We have had an historic struggle to build a new state library building, which was dedicated in 1960. It had been housed for 39 years, temporarily, in the Temple of Justice.

The State Library budget in 1935 was \$20,810 and in 1962 is \$988,504. How did we do it? There were three prime features:

1. Strong and intelligent leadership from our state library.
2. We had a regional survey by Dr. Charles E. Bowerman made in 1950 paid for from funds from the State Library Commission. Washington was divided into regions, at the recommendation of the survey. The survey recommended regional centers be maintained. At all times we have used the national ALA standards when we could. Our contracts for service have been flexible and simple.
3. The decision of the Washington Library Association to have a registered and paid lobbyist to stay at the Capitol and work. The amount of money paid in no way equaled the fine service received. Only through dedication has it been possible for Mrs. Coombs to work and to help us.

These are the actual steps taken by the Washington Library Association during a legislative year:

1. The Executive Board of the Washington Library Association studies what should be done working with the state librarian.
2. Decides which legislators should be approached to sponsor bills. The Washington Library Association works with the Attorney General in the actual drafting of the bills.
3. The Legislative Committee of the Washington Library Association works with the membership: librarians are urged to work with the local candidates, the candidates for Governor, Superintendent of Public Instruction, etc. Local Library needs are made known to the local candidates before election; in this way some treacherous chasms are then bridged.

After the election we contact the elected candidates informing them of the progress on bills. Often legislators point out at that time bad features of our bills and are most helpful in killing the snakes in bad bills. We seek to get bills sent to the most friendly committees. The Legislative Chairman sends out almost daily bulletins on progress. It is important that telegrams and letters be sent personally not as form letters. Does the Legislative Chairman need to stay in Olympia two and a half months? It depends. When important hearings are to be held the whole legislative committee attends. Naturally we work with all organized groups. We do not just ask for endorsement but for their active support.

It is sometimes difficult to get the "need" over for library legislation. Things must sometimes be condensed into a short paragraph or explanation. Librarians and staff members of the larger libraries have worked shoulder to shoulder with us. The hearings for the State Library Commission budget are not attended by the Legislative Chairman. We do not appear. It is vitally important to us but we stay away. Some good advice is, do not drop your legislators cold when the session is over. The library in the legislator's home town should offer its services to him. If it does not have what he needs, be tactful, point out we need to provide for his services and those of others. If you have to send to the State Library for the material, remind him that sometimes this is necessary, and that sometimes you even have to go outside the state. Good service to legislators pays off as it does to anyone in your community.

I have reviewed your goals and it seems to me that first of all you need to keep strengthening your

state agency. Certification is needed. You have a goal to reach in providing legislative library service. In the state of Washington we maintain a desk for legislators in the lobby. If information is needed on a bill we get it sometimes in fifteen minutes. In Washington we have service to the departments of state government from the State Library. This increases the prestige of that agency and the efficiency of the state government. Your greatest ace in the hole is the service you have given to the people. You have won friends. You should extend service further. Make it clearly understood you are willing to pay. You must have the legislators thoroughly conversant with your problems. In Washington we are still working for a State Friends of the Library Group. I wish you every success in your legislative program. You have done a marvelous job.

Mrs. C'Ceal Coombs spoke, following Mrs. Gilbert:

I bring you greetings from the Washington Library Association and from the Trustees of libraries in Washington state. May I invite everyone to PNLA on August 25, in Vancouver B.C. when there will be a meeting especially for Trustees. Dr. French will help with this meeting.

I formerly lived briefly in Missoula during the war and when Mrs. Longworth sent a history of what you have done I could feel a pulse beating and I want to say you have come a long way since that time. I shall repeat some of the things Mrs. Gilbert has said but it shouldn't hinder. We want to tell you how we did it in the Washington Library Association, but we don't mean to say we are bragging. Maybe you would like to have a do-it-yourself kit, or a ready-mix kit. I think the fact that the Washington Li-

brary Association had a plan was important. They sincerely believed in their plan which had definite understood goals. Librarians are pretty gifted in being unselfish and sincere in getting their plan across. Our State Agency and the schools helped. Before we had a lobbyist, the Washington Library Association recognized that they had to educate the legislators to their continuing obligation to libraries. "They pass the world not the buck." After the Washington Library Association decides upon their legislation they use a central agency to make sure their efforts are coordinated. The Washington Library Association is willing to accept compromise and defeat. It is one thing to work with your friends but sometimes you have to work with adverse groups. Our forty mill limit makes for adverse groups, and we have to learn to work together. My advice is to arrange a meeting together and see if you can't come to some common ground.

Obtaining the Lobbyist: some members understand what your attitude should be toward an elected official. Actually he is your friend or neighbor and you are certainly not removed from him. Every day in America you are in politics. It is necessary that you have the right attitude toward politics.

Why do we have lobbying? In Washington state we also have a sixty day session. It is overwhelming to get everything done in this time. Legislators have to depend upon reliable lobbyists to cover everything. They feel they can't do without a lobbyist. A bill has to be ridden through and someone has to help move the bill along the way from committee to committee to the Governor. How I became involved--- I had been doing P.T.A. and Red Cross work, aiding agencies and had been going back and forth session

after session. I kept getting more requests that I could handle and this gave me a great deal of experience and strength because the legislators realized I had no axe to grind, only interest in public service. Hence I became involved in lobbying for libraries. I am not particularly interested in the mechanics of lobbying nor do I find them appealing but I am willing to go through the mechanics to obtain the goal. Now I only lobby where I am vitally needed. Washington now has an attorney who lobbies in a different way from me. Acceptance was there on my part and I believed in what the Washington Library Association was trying to do.

You must have your legislation in a specific form. The lobbyist herself must know the mechanics and must be sincere and must understand the subject. Above all, any lobbyist should obey the rules of the governing body. In the end this pays off for you gain the confidence of the people with whom you are working. There should be no pay-offs or promises or bribes or dinners as Senator Ullom mentioned this morning. You must lobby on the merits of the bill alone and if it is a good bill you can sell it to the legislators. After the session is over and your legislation has been passed show your gratitude to your legislators for what they have done for you. Always say "thank you".

I wish you every success with your library legislation.

After the coffee break the Association assembled for a group discussion, "Planning for Action." Mrs. Helen Gilbert, Mrs. C'Ceal Coombs, Miss Germaine Krettek, Mrs. Robert Warden, Mrs. Ruth Longworth and Representative Schwinden were the panel to whom questions were ad-

dressed. Mrs. Gilbert acted as moderator and the following were group leaders: Group I - Mrs. Babcock, Group II - Mr. Mark Boesch, Group III - Mrs. Ernest Neath, Group IV - Mrs. Milton Watt, Group V - Mrs. C. G. Johnson, Group VI - Mr. Elmer Page.

Helen Gilbert: Your objective is to formulate a plan for Montana's next legislative session for library development and legislation. How are you going to do it?

GROUP II

Mr. Mark Boesch: (Directed to everyone on panel)

Our question has to do with small communities. How can these small community libraries gain tax support?

Ruth O. Longworth: This has happened many, many times in Montana. Certain necessary steps must be taken to secure the interest of the people to be served. There must be this interest on the part of the community to receive better service and the State Library is ready to help. We would hope that your first step would be to call upon us. It is a wonderful idea to get contractual service with a larger unit, for usually any tax you get locally would only be minimal. The best idea is to contract for service with an existing library.

Mark Boesch: How do we create the interest so that the people want the service?

Ruth O. Longworth: You would want the help of the State Library. I would suggest that you bring interested individuals to one of these conferences so that they could talk to others with similar situations and learn how other communities have resolved their problems.

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Helen Gilbert: Contact the leaders in your small town. Often it is not feasible to start a small library on a limited budget. Tell your group to contact their State Library.

GROUP III

Mrs. Neath: We projected our thoughts forward in a long range program. We want to know if federal grants in aid are to be available through libraries, how can we convince legislators of the need for matching state funds?

C'Ceal Coombs: I have a list used in Washington state with many statements of arguments for matching funds which we made in 1957. The policy of the Washington State Library Commission is to aid any kind of library, to establish libraries and to provide good library service to rural areas. But I know you really want to know the method used. You have to be able to substantiate every argument for funds with fact and reason. We used a map to point out the need in rural areas. We showed how our state was losing out in some areas on the five year Library Services Act funds. This was a big argument. We encouraged demonstrations, but we had to be sure that a demonstration would succeed, and we had to prove that the local funds would be available once the demonstration was over. We stressed the importance of library service to the citizens of the State of Washington.

Germaine Krettek: On the basis of what has been done in other states, you usually find that a study has been made or a Governor's conference has been called to analyze library needs. Outstanding people have been asked to attend the Governor's conferences. In Rhode Island, Brown University was asked to make the survey of need. In Minnesota which is probably more compar-

able to Montana, the Trustees organization held a conference on library needs. They had many small communities where it is doubtful if they ever will be able to support good library service. You must have facts. Legislators are going to require an objective study.

Helen Gilbert: I think the success of Washington's legislative program was that they had a plan which was not just a library survey done by librarians but included a sociologist's point of view. Many small communities can never support a library but by joining with a core of libraries they get better service and their tax dollars go further.

Ruth O. Longworth: Montana was one of the first states to have a plan ready when The Library Services Act came into effect. Matching state funds were not available but we did have the provision in the law that we could use local funds.

GROUP IV

Mrs. Milton Watt: This group is primarily interested in the possibility of providing the state legislators with service. Should the State Library be moved to Helena? We would also like to know how valuable this service would be to the legislators?

Representative Schwinden: It is a vicious circle. Ideally, I think there would be no better way to endear yourselves with the legislators than by giving them this service. I just don't know how 150 legislators would react to it. You would probably get your greatest response from the House as they have a smaller longevity. It would be a wonderful idea to provide a place for any legislator to send a note to where he could get information on a bill. His vote might be swayed if he had more information on a subject. Often he simply will

GROUP V

not vote when he does not have enough background on a bill. I don't know which comes first, the chicken or the egg.

Helen Gilbert: It didn't happen overnight in Washington state. Your whole program must be examined.

Mrs. Robert Warden: I am going to direct a question to Ruth Longworth. What would be the possibility of having a desk in the capitol with a direct line to Missoula? Is there enough money to put a staff member in Helena?

Ruth O. Longworth: We are somewhat a victim of our history. We are the only State Library in the U.S.A. not located in the capitol. In our beginning it was a matter of lack of budget and at that time free quarters were provided in the Montana State University Library. We depended almost entirely on that library's resources. Since the Library Services Act, we have been able to establish a separate identity. We would have been doing legislative reference regularly, had we been in Helena originally. I am afraid a desk and staff member would just be half good with our present resources, but certainly if we could build up our collection and could have better support, it would make the move to Helena possible.

Helen Gilbert: Incidentally the State Library in Washington does not rely on just its own collection but calls on every known resource to help the legislators. I am sure with intelligent legislators like Representative Schwinden you will be able to make it possible.

Germaine Krettek: We have had some inquiries on this line in Washington D.C. so that I would think that something of this sort could be used for the development of state library resources.

Mrs. C. G. Johnson: Is it an easy matter to raise the permissive mill levy?

Representative Schwinden: The answer is no. Mill levies can be changed at any session of the legislature. It is very difficult to get raises of any property tax levies in any part of Montana. Communities don't want controls outside of their hands. They feel it is a local interest. It is very difficult to get mill levies changed.

Mrs. Pat McNamer: What legislation would be required to move the State Library to Helena?

Ruth O. Longworth: No legislation, just budget. We have too little budget and too few resources.

Mrs. Gladys Ostrom: Is there a possibility of getting a School Library Supervisor for Montana?

Mrs. Ruth Longworth: There again the permission is there. The law states that the Superintendent of Public Instruction may hire the necessary supervisors, but of course, she couldn't unless the legislature appropriates money to pay for this position.

Helen Gilbert: I may say that we just got a State School Library Supervisor last year in Washington state. We plugged for it session after session and worked with our School Library Association for it. If your school libraries are strengthened you won't have so much call on the meager resources for schools in some of your very small libraries. You also have the emotional appeal of children's needs to help you.

Germaine Krettek: The new bill would have matching funds available

to the State Department of Public Instruction.

Mrs. Don Baker: What was the title for that bill again?

Germaine Krettek: The bill is entitled COMPREHENSIVE BILL TO AMEND THE LIBRARY SERVICES ACT, the title is Public School Libraries and the authorization would be for \$30,000,000 annually for making matching grants to State educational agencies to assist them in establishing and maintaining programs of library service in public elementary and secondary schools. Matching the federal allotment by each state would be on a per capita income basis. If you are familiar with the National Defense Education Act which makes funds available for science and mathematics, the new bill is patterned after Title 10 of that act. Last year we worked to include school libraries in the NDEA but it failed to get through the Senate.

Question from floor: What about certification for librarians?

Ruth O. Longworth: In 1939 the Association tried to get a bill passed on certification of librarians in Montana but it failed. The Association adopted voluntary certification in 1942 but it was ineffectual. There have been no concentrated attempts since 1939.

Helen Gilbert: Eleanor Ferguson will now summarize.

Eleanor Ferguson: I think I ought to establish my credentials. I am an ex-lobbyist. In Michigan one time I was 500 miles away speaking to a group when our library bill was being passed in the legislature. Later one lady came up to me and said, "My dear, you are such a nice person, I always thought that lobbyists were horrid people." The unanimity which all the speakers

have expressed here today is extremely impressive. The need for a long range plan; the need for someone to work with the legislators - paid or unpaid; the need for everyone to work together stressed over and over. Incidentally two states have had a failure with their legislatures because groups of small libraries didn't believe in state aid.

I would like to congratulate you on the caliber of your panel. The morning panel was extremely good and gave you the information you needed to proceed and gave it directly and factually. I have been to a great many meetings and feel that your legislators gave you a tremendously good and factual point of view of what happens in the legislature. Had I been a member of this audience I would have gained a great deal. Formulating a state plan is not going to be an easy task. Which problem to tackle first is your number one problem. You have to do one thing at a time, as you do not have the manpower to do otherwise. On the whole I feel it was an excellent meeting. It suffered from one thing that most meetings suffer from - too many things to say in too little time. I want to express my thanks to the committee and to Mrs. Gilbert.

Mrs. Gilbert gave gracious thanks to the group for inviting Mrs. Coombs and herself and invited everyone to Library 21.

Those who deny freedom to others, deserve it not for themselves.

Abraham Lincoln

BANQUET

Friday, May 4, 1962 7:00 P.M.

Dean Robert E. Sullivan, School of Law, Montana State University presided at the banquet. He did a delightful job of introducing everyone at the head table and then presented Mrs. Clare Smith with a gift from her fellow librarians in the Sagebrush Federation. Dean Sullivan then introduced Mr. R. H. "Ty" Robinson who gave the following banquet address.

BOOKS AND BUSINESS

In today's world one does not have to look very far to become quite concerned about the complexities of it. Actually, I think one of the better results of any dedicated period of time to any organization such as setting aside this week for recognition of the value and the place of libraries in our society is its own best result and gives one the opportunity to reflect certainly on the work, capability, the dedication, and perhaps more than ever the opportunity that exists for libraries in general and librarians specifically in the coming days ahead. We recognize today the necessity for a well rounded background in whatever endeavor we expect to find ourselves, at whatever level of society, either with or without specific goal or purpose, the constant changes brought about in the daily life have made education necessary. Today we know that even to get a decent start in business a youth needs a good basic education. We are concerned generally about those who do not complete even a high school education. Alarm has been expressed at the fall-out or drop-out rate in Montana. Fortunately we are reflecting a greater number of students finishing high school than the na-

tional average. Perhaps the evidence for the need of education has made itself felt more strongly throughout our state and the necessity that faces those in the succeeding years. Cultivation of the mind has become an essential. For us on the periphery of the industrial horizon who live in an agricultural and resource-bearing state, perhaps the changes of the past half century have not meant as much to us as in other areas. The methods of production that have been revolutionized have, however; even today in our own state whether it be in agriculture or the production and harvest of the timber, the mechanical revolution has caught up with us to the point that the working man finds himself perhaps affected to a sizeable degree even by automation. He, like others of us, is finding that it is not enough to be trained in the technical skills alone. Certainly that is basic and necessary. We must also keep ahead of social changes and certainly from the background of the liberal arts, a liberal education, it seems, can help us more to do that. A recent British scholar, Sir Robert Watson-Watt, who was visiting in this country, stated: "I have suffered more in the conduct of my business from people who are brilliant and ingenious in their own techniques but who have not been educated in being human beings." This, we oftentimes find to be the case. Certainly it's difficult to hit a happy medium.

Not alone in the field of management but in the field of labor we find a sense prevailing today that it is necessary to keep the whole mind alive. We find ourselves fighting to communicate better our ideas. The need for strong communication exists more than it did before, even though John Glenn orbits the earth four times in the space of a half a working day.

yes, there seems to be a real necessity to keep learning, even after our formal education has been completed, whether it be at the high school, college or other level. Today we find ourselves being asked to think more clearly and to help solve problems more wisely. Our world narrows down and we find ourselves involved on the frontiers of Pakistan and Kashmir, in the heart of Uganda, in the problems of the Algerian who stands between bullets from brother and enemy alike. In our eternal search for international peace a communication, exchange of ideas, has become vital. Mankind's yearning for peaceful existence, for more happiness, makes it mandatory that he have more than the basic essentials for his enjoyment in his job, in his home, and in his daily community life.

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I think it's fortunate that I am able to speak tonight to people who are dedicated in their work. I think perhaps there is no greater group who silently carries on as do librarians. We who move in and out of the cloistered areas known as libraries little appreciate; in our recognition and appreciation, however, I think we unanimously agree that the work done by librarians in making available furtherance of education, a further liberal arts background to help educate the human being to a more well-rounded person, to give him those tools which he needs, all of this is certainly the direct or indirect result of the library programs that have been established nation-wide.

The many changes that come about today lead me to believe that the opportunities exist now as never before for libraries and those who are technicians in the science of libraries to help make the tomorrows brighter for all of us.

In thinking of the tomorrows I'm thinking of the fact that we find a shorter work week with more leisure time, more time for greater education to more people. The TV programs have indicated immense possibilities in this area. Much of what is being done suggested the courses on the basis more of mass education than attention to the individuals. Our libraries have always been open and the material worth always available to the interested individual. Perhaps today we have an obligation to make the individual more interested in what libraries have to offer. I say libraries because after all libraries have the great store and fund of knowledge available from the largest to the smallest town. In the hamlets and even in the hinterlands with our bookmobiles.

I think perhaps I am constrained to think of businessmen who, following their formal education, learn by the experience that they find and in their business become so involved because of the many complexities facing the business world today, that perhaps little time is afforded them beyond acquainting themselves and seeking to further educate themselves beyond their own business in the business of others and the part that their role plays. It seems to me that the techniques of business handling may have changed in the past years but the basic problems of business are human problems and actually unchanged by the passage of years. The changes that a businessman is beset with today are changes where we see the machine replacing the day of the lucky guess, the day of haphazard methods. A manager in business where automation prevails will have to be highly educated. He needs to have a broader than ever understanding of all phases of his work and the wisdom to forecast with some clarity and confidence the direction of events in the future. While machine activity may take over the drudgery of routine and back breaking jobs, the people who operate these must conserve and train themselves for operations which require the judgment these highly developed skills provide. There will be an increased need to understand our human environment.

Here it seems to me is the great challenge afforded to us today and the vehicle to help answer that challenge would be in our libraries. I cannot help but think of the recent statements made by Mrs. Florrinnell Morton, who is president of the American Library Association and perhaps with whom many of you are acquainted. She recently provided a glimpse of what the library of tomorrow might be like and spoke glowingly of the new creative

buildings different in architecture scope and type than what we have today. She envisioned the drive-in window, where a person can come in and pick up a book after they have phoned and asked that the same be ready. Reading rooms would be changed--more spacious, more in keeping with modern decor, an informal atmosphere, organized group discussions will take over in part much of the activity of the library; films, regular theaters built into some of the libraries' operations. It's not difficult to foresee noon luncheons of people being held in a library where the time would be taken in furtherance of education. We see in the future a library that will be able to draw on a pooled stock of books; libraries would not be limited to books alone but rather art works and records. Yes, space becomes a critical matter. However, the use of microfilms replacing many large volumes would find its true worth. Mrs. Morton envisions computers which would program synopses and index lists. Yes, computers that would even help translate from the foreign tongue to those in which we might be interested, on any subject. Libraries would have a tie-up with a central electronic catalog exchange. All of this, which may take years to flower, undoubtedly would bring with it variety and novelty. As we look about the business world today we see that these two aptitudes are the very tools with which businessmen work. I am wondering if perhaps these will not help to trap him with his own Madison Avenue-isms and bring him back to the seats of learning. Why have I mentioned the libraries? Why have I not spoken more about the adult education programs and the opportunities? These are all part and parcel of what will be taking place to a greater range in the years ahead. But the libraries will still be the place where the individual is af-

fording the opportunity at his leisure, at reasonable times and hours, to find for himself those things that he wants and needs to know.

Yes, whatever his background, the ultimate test of any man's education is his capacity to carry forward his further education from where he finds himself at any moment. True, no one will learn all he needs to know or become all he wishes to be unless he has the opportunity and the facilities to learn and study. These are made available through that very constant, worthwhile vehicle which this

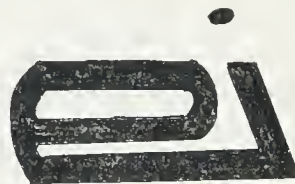
week has been set aside to commemorate.

In accepting literally the challenge that is offered to widen its service, yes to even encourage discontent with his present knowledge and to offer the opportunities of the world of books, the world of true experience, the world of truth if you will, we will ultimately have a stronger national purpose due to better understanding, keener insight, all flowing from a better general education, which means better general living.

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THIRD GENERAL SESSION

Saturday, May 5, 1962 9:00 A.M.

The third general session of the 49th annual conference of Montana Library Association was called to order by President Clare Smith. The president opened the business meeting asking if there were any old business. There being none, she called upon Miss Kathleen Campbell, Librarian of the Montana State University Library, Chairman of the Conference Committee to introduce the members of her committee. Miss Campbell introduced the following: Mrs. Ruth O. Longworth, Mrs. Rita Nelson, Mrs. Lena Thomas, Mrs. Sandra Fager, Mrs. Barbara Houghton, Mrs. Kay Griffith, Miss Jane Nelson, Mrs. Florena Vinal, Mrs. Beatrice Eigher, Mr. Douglas Mills, Mrs. Mabel Brewer, Mrs. Mary Ellis and Miss Evelyn Swant.

Mrs. Rita Nelson, Treasurer, introduced and welcomed all new librarians and associate members who were attending MLA for the first time.

Mrs. Smith then gave her President's report at which time she commended all of the members of the Association for their fine cooperation during the past year and summarized the activities of the Association.

The President then asked if there were any corrections to the annual reports. Mrs. Alma Jacobs, Chairman of the Scholarship Committee, mentioned the sale of "Books Are Friends" and called upon Miss Heathcote to report on the sale of these booklets, the proceeds of which are to be placed in a separate fund for a scholarship for library education. Miss Heathcote proposed that all the dues received from life memberships be added to the scholarship fund. Mrs. Helen Ewing moved and it was seconded by Inez Haskins and unanimously carried that this be done. Miss

Heathcote also suggested that 10% of the annual income from dues or \$100 whichever is larger be placed in this fund. Miss Campbell so moved, seconded by Miss Rita McDonald, that this amount be earmarked for this use. The motion was carried unanimously. Miss Heathcote moved and Mrs. Robert Warden seconded the motion and it was unanimously carried that the Association write to THE WESTERN INTER-STATE COMMISSION FOR HIGHER EDUCATION to request that the library education program be included in this plan.

Pacific Northwest Library Association Representative, Mrs. Ruth O. Longworth, seconded an invitation from Merwin Moores, incoming president of PNLA to attend that conference in Victoria B.C., August 22-25, 1962.

Mrs. Peggy Gadbow, Executive Director for National Library Week in Montana, asked Mrs. Barbara Houghton to add to the National Library Week report. Mrs. Gadbow explained that most of the work had been done by Mrs. Houghton since Mrs. Gadbow's new position had taken up most of her time. Mrs. Houghton spoke enthusiastically about the state wide response to the Week and expressed her thanks to everyone for their fine cooperation.

Miss Heathcote, Chairman of the Constitution Committee then read proposed changes to the Constitution all of which were unanimously approved by the Association. Changes are as set forth in the Committee's report, which will be found with the annual reports, following the Proceedings.

The President called upon Mrs. Beatrice Eigher to introduce the following exhibitors: Affiliated Publishers, Inc., R.R. Bowker Company, Collier-Macmillan Library Div., & Crowell-Collier Publishing Co., Doubleday & Co., Encyclopedia Amer-

icana & Grolier Society, Missoula Typewriter Co., Montana School Equipment Co., Follett Publishing Co., Hanson-Bennett Magazine Agency, Harcourt, Brace & World, Inc., Hertzberg's Washington Bindery, H. R. Huntting Co., Inc., Puget Sound News Co., Perc B. Sapsis, Inc., and World Book Encyclopedia.

After a coffee break the meeting was called to order by Mrs. Ralph Anderson, Chairman of the Trustees and Friends Association. After her welcoming remarks she called upon Mrs. Marjorie Moores, Librarian of the Hill County Rural Library, who conducted a role play called, "Using What We've Learned." The following people participated: Merwin Moores, Librarian Northern Montana College, Havre; Mr. Walter Coleman, Trustee, Livingston Public Library; Mrs. Hugh McNamer, former Trustee of the Conrad Public Library; Mrs. Firman Brown, Vice-President-Elect, League of Women Voters, Missoula; Mrs. Kay Watt, President, Missoula Women's Club; Miss Harriette Cushman, past Chairman, Trustees and Friends Association, Bozeman; Mr. Robert Herzig, U. S. Forest Service, Libby; and Mr. Rodney Houghton, Law Librarian and Asst. Professor of Law, Montana State University, Missoula. The group dramatized two meetings with candidates for the Montana Legislative Assembly before the election and after the two candidates were elected. They presented convincingly the need for an adequate budget for the State Library Commission. Miss Germaine Krettek, Director of the American Library Association Washington D.C. Office, evaluated the role play pointing out both good and bad procedure in the drama.

LUNCHEON SESSION

Saturday, May 5, 1962 12:00 Noon

Mrs. Peggy Gadbow, Director of Library, School District No. 1, Missoula, presided at the luncheon meeting. She called on Mrs. Mary Ellis, Business Office Supervisor, State Library Commission, for presentation of prizes. Mrs. Ellis awarded the following prizes: to Mrs. Dorothy Anholt, Librarian, Sheridan County Free Library, Plentywood, a copy of Mark Brown's "Plainsmen of the Yellowstone" for the member who had traveled the longest distance to come to the conference; to Roger Spillers, Librarian of the Helena Public Library, a copy of the same book for having the largest number of people present. Door prizes were won by Miss Anne Douglass, Librarian of the Glasgow Air Force Base, who received a 1961 "Books in Print" from the Bowker Company; Mrs. Mary Stamm, Assistant Librarian of the Lewistown Public Library who received "Favorite Stories for Children" a gift from the Grolier-American Company; and Miss Rita McDonald, Librarian of the Chouteau County Free Library, Fort Benton, a copy of Mark Brown's "Plainsmen of the Yellowstone" from the Montana Library Association.

After introducing the guests at the head table Mrs. Gadbow presented Miss Harriet Miller, Superintendent of Public Instruction, Helena, who was guest speaker at the luncheon. (Miss Miller's talk begins on page 97 of this issue).

"Ideas ... give life and motion,...take wing and traverse seas and frontiers, making it futile to pursue the consecutive order of events in the seclusion of a separate nationality. They compel us to share the existence of societies wider than our own, to be familiar with distant and exotic types, to hold our march upon the loftier summits, along the central range, to live in the company of heroes, and saints, and men of genius, that no single country could produce."

Lord Acton. On the Study of History.

FOURTH GENERAL SESSION

Saturday, May 5, 1962 2:00 P.M.

Miss Natalie Sliepcevich, Librarian Hearst Free Library, Anaconda, presided at this session. She introduced Mrs. Alma Jacobs, Librarian of the Great Falls Public Library, who conducted a program called, "Let's Talk About Books." She presented Dr. H. G. Merriam, Dean Emeritus of Literature, Montana State University, Missoula, who spoke on "Changes in Society in My Lifetime" and emphasized the importance of the library having books that will keep people aware of the vast changes that have transpired in past years. Mrs. Jacobs presented Mrs. Louise Kjera of the Great Falls Public Library who gave a review of "Good Morning, Miss Dove" by Frances Patton. Mrs. Kjera had used this review successfully in interesting young adults in reading and she presented a large portion of the story in the words of the author.

BREAKFAST MEETING

Sunday, May 6, 1962 9:00 A.M.

Mrs. Clare Smith presided at the breakfast business meeting which was held in the Mayfair Room of the Florence Hotel. She called upon Mrs. Inez Herrig who presented the following resolutions: (these follow the report of this meeting). She then installed the following officers for the coming year: President--Mrs. Mary Antunes, Librarian Havre Public Library; Vice-President and President-Elect--Miss Natalie Sliepcevich, Librarian, Hearst Free Library, Anaconda; Secretary--Mrs. Letitia Johnson, Librarian, Missoula County High School, Missoula; Treasurer--Mrs. Rita Nelson, Serials Librarian, Montana State University, Missoula; PNLA Representative--Mrs. Ruth O. Longworth,

Librarian, State Library Commission, Missoula; ALA Councilor, Kathleen Campbell, Montana State University, Missoula.

Mrs. Smith thanked her officers for the fine job they had done during her year as President, congratulated Mrs. Antunes on her election and presented the gavel to her with her best wishes. Mrs. Antunes accepted her new responsibilities and assured the Association that she would carry out her duties to the best of her ability. She appointed Mrs. Barbara Houghton, Assistant Librarian, State Library Commission as Executive Director of National Library Week in Montana for 1963. The meeting was adjourned.

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TACOMA WASHINGTON

REPORT OF THE RESOLUTIONS COMMITTEE

Whereas the Montana Library Association has met in Missoula for its 49th conference which was most instructional and stimulating,

Be it therefore resolved that the sincere thanks of the Association be extended to the following:

To the city of Missoula for its hospitality, and especially to Mayor Wesley Waldbillig for his warm welcome;

To the Missoula County High School Staff for the lovely social hour on Thursday evening, and to the art class of the South Avenue Building for the beautifully executed backdrop for the speakers' platform in the convention hall;

To the management and staff of the Florence Hotel for their service and cooperation;

To the Reverend Lawrence L. Gruman for his invocation;

To the American Library Association for providing the inspiring services of Miss Eleanor Ferguson and Miss Germaine Krettek;

To the American Association of School Librarians for sending Miss Leila Doyle;

To Mrs. Helen Gilbert and Mrs. C'Ceal Coombs of Yakima, Washington for their invaluable advice;

To Senator Eddie Dussault, Missoula; Senator Maurice Ullom, Conrad; Representative Ed Adams, Jr., Shawmut; and Representative Ted Schwinden, Wolf Point, for their excellent contribution to the workshop;

To Mrs. Stephen Babcock, Mr. Mark Boesch, Mrs. Ernest Neath, Mrs. Milton Watt, Mrs. C. G. Johnson,

Mrs. Chester Lawson, Mr. Elmer Page, Miss Harriette Cushman, Mrs. Edgar Thorn for acting as group leaders;

To Professor Gardner Cromwell, Mrs. Ernest Neath, Dean Robert Sullivan, Attorney R. H. "Ty" Robinson, Miss Harriet Miller, Dr. Linus Carleton, Mr. Winston W. Wetzel, Mrs. Firman Brown, Mrs. Milton Watt, Mr. Robert Herrig, Mr. Rodney Houghton, Mr. Walter Coleman, Mr. Maynard Olson, and Dr. Vernon Sletten for their helpful participation;

To Jane Nelson, Charlotte Warren, and Lorna Mikelson for their delightful musical numbers;

To the College Place Bindery for providing the beautiful floral centerpiece;

To the Hertzberg-New Method Bindery Inc. and the New Method Book Bindery Co. for supplying the attractive programs;

To the exhibitors for their fine displays and general cooperation;

To the Anaconda Company, Reynolds Tobacco Co. (C. W. Brandt, Dist. Mgr.), Western Montana National Bank, Mountain States Tel. & Tel., Cowbells - Montana Stock Growers Assoc., Consolidated Freightways, Reely Van Lines and Missoula Drug Co. for their generosity in supplying favors;

To the Montana State University Library Staff for their gracious hospitality at their Open House;

To all the Conference Committees, Association Officers and members for making the conference such a great success.

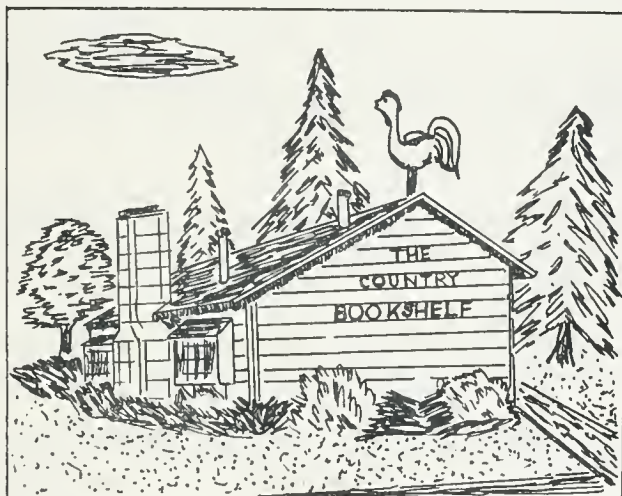
Mrs. Mabel Brewer,
Mrs. Lilly Eveland,
Mrs. Inez R. Herrig, Chairman

BUSINESS MEETING OF THE TRUSTEES AND FRIENDS ASSOCIATION

Saturday, May 5, 1962 11:30 P.M.

Mrs. Ralph Anderson, Chairman, presided at this meeting. She read the proposed constitution. Two additions were made: Under Article I of the Bylaws, it was moved by Harriette Cushman and seconded by Veronica O'Sullivan that the following be added: the members of the Association should receive written notification at least two weeks or one month before the candidates are finally published in the MONTANA LIBRARY QUARTERLY in order that additional names may be submitted. In Article IV in amendment of Bylaws, it was moved by Mrs. Schucha and

seconded by Veronica O'Sullivan and unanimously carried that the members appointed to committees receive written notice of appointments within one month and that these names then be sent to the MONTANA LIBRARY QUARTERLY. The constitution was adopted by the Division. Mrs. Anderson appointed the following members to serve on the Nominating Committee: Mrs. Pat McNamer, Chairman, Cut Bank; Mrs. Rosemary Brown, Miles City; and Margaret Adair, Whitefish. Mrs. Anderson asked that news items of activities in each area be reported to her before September 1, 1962 so that she could include them in her column for the MONTANA LIBRARY QUARTERLY. The meeting was adjourned.



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TRUSTEES AND FRIENDS ASSOCIATION

CONSTITUTION

ARTICLE I

Name

The name of this organization shall be the Trustees and Friends Association, a division of the Montana Library Association.

ARTICLE II

Object

The object of this Association shall be to promote library interests and development and to raise standards of library service in Montana.

ARTICLE III

Membership

Section 1: Any interested person not actively engaged in library work may become a member upon payment of the dues as provided in the By-laws and shall be entitled to all of the privileges of this Association.

ARTICLE IV

Officers

Section 1: NUMBER OF OFFICERS. The officers of the Association shall be a Chairman, a Vice-Chairman and the Secretary-Treasurer.

Section 2: TERM OF OFFICE. The term of office for each elected officer shall be one year.

Section 3: DUTIES OF OFFICERS.

- a. CHAIRMAN. The chairman shall preside at all meetings of the Association and the Executive Board. He shall appoint all standing and special committees and serve as ex-officio member of all committees with the right to vote only in case of a tie. In addition, he shall plan the program for the annual meeting.
- b. VICE-CHAIRMAN. In the absence of the chairman, the vice-chairman shall perform the duties of that officer.
- c. SECRETARY-TREASURER. The secretary-treasurer shall be responsible for the records of all the business meetings of the Association including the meetings of the Executive Board. The secretary-treasurer shall be responsible for any money which the Association collects over and above dues paid to the Montana Library Association.

ARTICLE V

Executive Board

The administration of the affairs of the Association shall be vested in the Executive Board which shall consist of the officers of the Association, the retiring chairman and a representative from the Montana Library Association. The Executive Board shall conduct all business pertaining to the Association between annual meetings.

ARTICLE VI

Meetings

The annual meeting of the Association shall be held in conjunction with the annual meeting of the Montana Library Association. Special meetings may be called by the Executive Board or by the Chairman.

ARTICLE VII

Quorum

Ten members shall constitute a quorum of the Association for the transaction of business.

ARTICLE VIII

Amendment of Constitution

The Constitution may be amended by a two-thirds majority vote of those present and voting at the annual meeting of the Association.

ARTICLE IX

Rules of Order

The rules contained in Robert's Rules of Order, Revised Edition, shall govern the Association in all cases to which they are applicable, and in which they are not inconsistent with the Constitution and Bylaws of the Montana Library Association.

BYLAWS

ARTICLE I

Nominations and Elections

Section 1: NOMINATING COMMITTEE. The chairman shall appoint a Nominating Committee of three members at least sixty days before the annual meeting. The members of the Association should receive written notification at least two weeks or one month before the candidates are finally published in the MONTANA LIBRARY QUARTERLY in order that additional names may be submitted.

Section 2: CANDIDATES AND METHOD OF VOTING. The Nominating Committee shall make its report to the Association at its annual meeting. Nomin-

ations shall also be accepted from the floor. Voting shall be by secret ballot, unless the Nominating Committee's report is accepted unanimously. In the event of balloting, candidates receiving the highest number of votes shall be elected.

Section 3: ASSUMPTION OF OFFICE. New officers shall assume their duties on June 1.

ARTICLE II

Year

The fiscal year of the Association shall be June 1 to May 31.

ARTICLE III

Dues

Dues shall be paid to the Treasurer of the Montana Library Association and shall be set according to their schedule. Additional dues for this Association may be decided upon by the Association.

ARTICLE IV

Committees

Section 1: STANDING COMMITTEES. Standing committees will be appointed as the Association has need.

Section 2: SPECIAL COMMITTEES. The chairman may appoint special committees at any time. Written notice should be given the members 2 weeks or one month before publication in the MONTANA LIBRARY QUARTERLY.

ARTICLE V

Amendment of Bylaws

The Bylaws may be amended by a two-thirds majority vote of those present and voting at the annual meeting of the Association.

ARTICLE VI

Rules of Order

The rules contained in Robert's Rules of Order, Revised Edition, shall govern the Association in all cases to which they are applicable, and in which they are not inconsistent with the Constitution and Bylaws of the Montana Library Association.

MONTANA ASSOCIATION OF SCHOOL LIBRARIANS PROCEEDINGS

Compiled by Mrs. Letitia Johnson

Saturday May 5, 1962 10:15 A.M.

Jane Carey, Chairman-elect of Montana Association of School Librarians, presided at the meeting, and introduced the members of the panel: Mr. Linus Carleton, Dean of the School of Education, MSU; Miss Leila Doyle, Assistant Director, AASL School Library Development Project; Winston W. Wetzel, Principal, Missoula County High School; Maynard Olson, High School Supervisor, State Department of Public Instruction, Helena; and Mrs. Jean Davis, Eastern Montana College of Education Library.

Mrs. Carey: Today we are discussing ways of developing better school libraries in Montana and ways of getting the most benefit from the libraries we already have. We have made progress toward our goal, although we know that we still have a long way to go. Perhaps we shall never obtain our ultimate objectives because standards are changing.

I should like to take this opportunity to thank certain agencies and organizations whose cooperation has had much to do with our success through the years we were trying to establish our identity. We must thank the State Library Committee, the education departments, the University, and State College for lending their library science professors, Miss Miller for her interest and aid, finally the A.L.A. for financial grants the first of which made Montana a pilot state for the purpose of evaluating their position. Following that study, Montana was chosen as one of 21 states to receive a grant from the school library development project by AASL division of ALA.

Did you know that human knowledge is accumulating faster? It is estimated that we are doubling our knowledge every ten years. I am inclined to question this statement a little because I do not feel it takes in all fields of knowledge. Can we meet the implications of this challenge? There can be only one answer--We must.

Dr. Linus Carleton, Panel Moderator. We meet to develop a plan for better library service in the state. Library Service is a vital part of the total education. The time has come when education can't consist of a teacher and several pupils. There was a time when culture could be transmitted to children by parents talking to them. That time is gone. Now we have to use direct methods of helping kids accumulate learning. This means, libraries, books, films, etc. to help in this process. The teacher and library are inseparable parts of the school. Without libraries, the teacher would have tremendous difficulty. We should consider: Is school library service in Montana as good as it should be? Do all Montana school children have ready access to the books and other library materials that they all need in their education? Are Montana school libraries staffed with qualified librarians? Also, do teachers fully understand the importance of library service? Do administrators understand this? Do school boards understand?

How can we meet this ideal of adequate school library service to all kids? The panelists will be given an opportunity to express their views on this topic. We want to hear about the libraries around the state. We would like to have this national person talk about goals as she sees them. We want suggestions from the panel. We want comments and reactions from the audience on the kind of bearing her suggestions should have in the state.

Maynard Olson: During the past three years I have visited high schools in the state. Many of you in this group I have met and visited your libraries. Don't think that I even pretend to be an expert on library science but in visiting them I get certain impressions. The fact that you are here attending this meeting is evidence to me that you are interested in school libraries. There are many fine libraries. Constant improvement is being made in every aspect of the library and I would go along with Mrs. Carey in commending the groups and individuals that she pointed out. They are deserving of recognition.

I am not sure if all of you are familiar with the Guide For Montana School Libraries. This was developed by Montana teachers and librarians and has been endorsed by the Dept. of Public Instruction, in numerous states. It contains basic procedures that, I am sure you will agree, can be used by a person with very little library training in a one-room school as well as in larger schools. The standards became effective for '61-'62. We felt that the library standards in this particular publication are quite an improvement over those that had been published. We would be happy to furnish this publication if you do not have it.

Naturally, librarian qualification is one of the greatest challenges we have to meet. We still continue to have a tremendous shortage of qualified librarians with a minimum amount of technical library training. Another area where I think additional emphasis could be given is the actual training of every pupil in library skills. These will affect him for the rest of his life. I do notice in going around the state that different librarians have made particular emphasis on this library training for students.

Many others haven't been made aware of it.

In order to make an effective library, it is necessary that the school administration be aware of the fact that an adequate amount of time be provided the librarian in order for her to do an adequate job. Frequently that is one of the big problems in connection with the library. This is the case more often in smaller schools than in larger ones. I have seen schools where you get a thoroughly dedicated and trained librarian. She spends extra time in developing a fine library. This individual will be in the school for a period of two years, perhaps, and then leaves. Another teacher is assigned the task who has very little interest and minimum training. Then the condition of the library goes down for a period of years. On the other hand, the reverse is true also. I don't want to paint a dark picture. Tremendous strides are being made.

How attractive is the library? Is it a combination study hall-library? This does present a problem. Some schools because of size and teachers available must have this combination as a school of approximately 125 students that I visited three years ago. They had practically nothing in the library, books were strewn around, and they had very few periodicals. Students went into the library just as a place to waste time. This year when I visited this library, I could hardly believe my eyes. Approximately 1/3 of the study hall had been partitioned off to form a separate library. Inside were shelves, adequate seating and table space. They had a good number of periodicals, newspapers, and a very fine collection of general books.

An adequate budget must be provided if a library is to function properly. I hope the individual schools

regard their minimum budget as that and not as the maximum.

In the building of new schools I wonder about the amount of time that the architect has given to the building of libraries. There are times when the librarian has not had the opportunity to discuss the architectural set-up...some are not large enough, etc.

I was in a school recently with a combination study hall-library. The amount of space for the two would be adequate for just the library itself. I do realize that bonding limitations do affect the building of the library. However, the library should be the most important part of the school building itself. There are occasions when the location of the library is not readily accessible or in a central location. Often adequate shelf space is not provided.

Back to qualified librarians: some schools have shared librarians. Perhaps the entire school program could be improved by the sharing of a qualified librarian. Though much improvement has been made in the library situation in Montana, this must be made at an increased tempo, I am sure you will agree.

I have become impressed more than ever with the important place the library plays in the schools I have seen. Principals, teachers, and librarians steadily work to incorporate the library into regular class activities. We want the teachers, principals, and students to think of the library as the useful institution it is.

Mrs. Jean Davis:

Centralized Library

It is the responsibility of the teachers and administrators to see that the students use the library. Also, it is up to the elementary and

high school principals to provide an attractive, pleasant place for the library. This costs money. I was in a rather pitiful school last year in which the principal had to use an abandoned kitchen to transform into a library. He made it into an attractive library on a very limited budget. If the librarian is interested, she can do a great deal towards making it more attractive.

Training of the Librarian

The librarian's personality is more important than the technical training. "In our elementary school we do not have a trained librarian. I assign a student and I supervise him." There is not much technical work needed in an elementary school library. The librarian must have a firm, pleasant personality. She must be able to discipline. I do not think that a school librarian can be a good librarian unless she has had teaching experience because the school library is a necessary complement to the teaching program. Unless the librarian understands the teaching problems, she cannot conduct the library to the best benefit.

I could not be an elementary school librarian because I know nothing about difficulties on the elementary level. Some of these problems are not necessarily taken care of by Wilson cards. School librarians must be able to work with children.

Collection of Books

No library needs to have a poor collection of books because she can follow the Wilson Company's lists and have a good collection. Often we don't, but just before I came over, we got some money so we told the elementary school staff that they could buy some books. Those are superior teachers, not those just beginning. The book orders came back. They had ordered from

the publisher's catalogs. We sent them back and Dr. Ruman had a meeting with them and explained that this was not book selection.

When I first began my teaching career, the library, as is often done, was given to me and here an angel came; a young man from Seattle who advised me to order my books by the "package plan." Of course, it was later that I realized that this was not the answer. Beware of salesmen of publishers' catalogs! Stick to the recommended lists and you will have a good library. We want the library to have a wealth of material, more than books, such as film strips, pictures, etc. Pictures can be used to make studies of history, etc. more interesting. One teacher was looking for a picture of a wheat field to illustrate a unit on grain.

I still believe a traveling collection can be employed in the districts where there are several elementary schools. Only a certain amount of money is available for each school. The necessary books can be bought and in addition, an enriched collection of other books can travel from school to school on a rotating basis, and this benefits all the kids.

Duties of the Librarian

The main duties are not cataloging and shelving. They are reading, guiding, promoting the collection. The acquisition of material is less important than the promotion of material. We have the building, and excellent audio-visual class, a nice big display case. The audio-visual students are given as an assignment the display case.

Promote the collection, stimulate interest in reading. Teach the students the value of it so they will continue their education after they are through with actual clas-

ses. If the librarian has failed to stimulate interest in continuing education, then the library has failed. When that student is through with school he will have no place to turn for continued education. You must know students, know their abilities so teachers can turn to you for help. Sometimes even with no counselor the librarian can do a great deal. Sometimes a student with no interest in school finds an interest through material in the library that is not included in any classroom. The classroom has failed to interest him, but the library can. If the student shows an interest in something not available in the elementary library, she can find it for him in the high school or public library.

One thing I think both the elementary and high school libraries should do is give the students formal training in library science. My son went to Denver public schools. He came home from the 5th grade with a library list that stopped me. There were many things in the 5th grade library training that we had not yet had in our classes. People should be taught that the library is the place to find out what you want to know.

Winston Wetzel:

IT'S TIME FOR PROGRESS IN THE HIGH SCHOOL

After reviewing the years that I have spent in education and comparing the library service when I began and the library service today, I cannot deny that we have made progress. I do know that our progress, until recently, was slow and the reason it was slow was probably because we didn't set the standards high enough or have the standards set for us. We recognize the fact that progress is much more rapid if

we have standards. We live by standards, we are accustomed to standards. These standards can be our own, or they can be someone else's, but if we are to achieve goals, we must set these standards where we want them.

We can have standards set for us by the school, community, state, region, and the nation. We are not making real progress unless we exceed the minimum standards which are set for us.

In the past few years we have been forced to improve our libraries. We have been forced to buy books, materials and furnish librarians. Complying with state and regional regulations and standards does not mean that we have a good library. We can have a librarian in name--an inadequate librarian--or we can have an adequate, well-trained librarian and we can burden her down with reports to the state and with clerical duties to the point where she is not a librarian in the true sense of the word, but merely a housekeeper.

In our reporting to the state and to the regional accrediting associations, I feel that many of our schools are not being entirely honest. I have examined some of these reports which are submitted. I know there are many ways to "pad" our reports. Many times I have had calls from well-meaning, elderly people who wish to donate their libraries to the school. Now I realize that there is always the remote possibility that we will discover a rare book, a collector's dream, a first edition of Dimsdales' "Vigilantes of Montana," or some such other treasure, so, of course, we can never afford not to take a look.

However, in most cases, it would be better for these people to give these books to the wastepaper drive

of the Boy Scouts than to place them on our shelves, because they are useless. The intentions are good, but the materials are not usable in the modern high school library. Yet we put these books on the shelves and count them. It isn't how much we have on the shelves, it's WHAT we have on the shelves and HOW we use it.

We can report a librarian, as I mentioned before, and then use her as a clerk. Let us assume that we have the materials on the shelves. This does not mean that we have a good library. One of the greatest deterrents to good teaching is the impulse to teach as we were taught--particularly in those fields where we have had little training. Few teachers have had training in the use of a library. If you earn a degree in education at MSU, you will have had training in the use of the library. If your degree is in some other field than education you will not have had this training. Only 1/3 of the teachers who are graduated from MSU have a degree in education. This means that 2/3 of them do not know how to use the library except as they were taught in their high school days or learned through experience in getting materials from the university library when they were doing research work.

In Missoula County High School we have many cadet teachers. I am sorry to say that these cadets don't use our library facilities in their work and many of them don't know how to use the facilities. It is up to us to select librarians who are capable, librarians who desire to teach children, not just keep records, librarians who will use the materials, librarians who will continue the instruction of the students and the teachers. Librarians must have this desire--and I feel that our librarians at MCHS do have this desire.

Can the children of tomorrow depend on their parents for intelligent explanations of matter of all types: Children ask questions at home and children value answers to their questions. Until they are old enough to substitute the library for the teacher and for the parent, we must give them the information necessary so that their interest in answering questions and solving problems is not thwarted. From here on, we must teach independence in obtaining knowledge. This is the work of the library. The library can lead the field in teaching the brilliant in research. More freedom to learn will mean more learning. The librarian is the professional consultant and the guide to these goals.

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Miss Leila Doyle: There is not much left to say, is there? I think that is the thing that is most important. I have been fortunate in this job because I have had an opportunity to come out to the states in the West where I have previously never stopped. There is no section of the country that I would choose to come to before coming here now. I will give my impression of your progress as an outsider.

You have a future; the East has a past. I don't believe I have been in any place where I have felt we are going somewhere--there is even space. No overcrowdedness. I think that is good. It is just wonderful to get out where you have space. Of course, you can look at mountains. How can you have anything but high ideals? The future out here is very encouraging. True--you have a long way to go; who doesn't? It would be very dull if you felt that you had already achieved everything. You are on your way. How anyone in any one of these states could lack enthusiasm is difficult for me to see. If you really do not have it, let me give you a job next year. I know you will come back so happy to be here that you will never have another word to say.

This is the question I think that perhaps we should all ask ourselves, "Do we really believe in education?" I am sure that we would all answer that we do, but if I ask you if we care what kind of education your children receive, I am sure you would say that you do, but would you think for a moment--don't answer, just think. Are we fairly well satisfied since the children are housed in rooms that don't leak through their roofs, they are well supervised during the day, they are comfortable and have five or six hours and as many years as we can manage that they are given sufficient information to pass tests. Is this what we are satisfied with?

Is this what we consider education?

In the NEA Journal, September, 1961, Alexander Frazier, the Director of the University School, College of Education, Ohio State University, wrote an article on "Improving the Learning Situation." In it he discusses learning and teaching, and I would like to quote from that article.

"Today we seem to be moving toward a new level of agreement about the nature of our problem. We seem to be saying, in general, that we must liberate the learner from some of the restrictions that may have held him down. And what these restrictions are is beginning to be better understood. Reliance on content that has been too closely graded is one. The use of a single text for study is another. And reference to the group instead of the individual as almost the sole criterion for achievement is a third. We are now working in many ways to transcend these restrictions and to find more room for learning."

Now, we here are interested in libraries; the centralized school library with its extensive collection of books and other materials meeting our interests on all levels of reading ability; materials that present many aspects of a problem; different points of view, the interest and challenge to the individual to forge ahead on his own for the answer to the problem presented by Dr. Frazier. It is only by providing this whole well organized collection of library material, that we can free the learner to learn. However, the fact that these materials exist and they are assembled in a central place and that they are well organized does not necessarily help him improve his reading skill or stimulate his interest. There is something more that is needed. That something more is the skilled librarian with a program.

The purpose of the school library is the teaching of children. The heart of the school library is its program--a program of reading guidance and service to teachers and students. There are four unique contributions that are made by the school library that are not made by any other area of the school. First, the service as a feature for all types of instructional materials. Also other materials used by teachers and students both in the classrooms and the home. It provides the most economical and efficient means for providing a broad collection of reserved materials, a planned continuous program of instruction and library and study

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skills (which we must have if we are to use library resources effectively). Library tools are essential tools for continuing self education. All the speakers emphasized this fact. Third, the school library serves as a classroom library for reference and research for the teacher and librarian working as a team. The fourth provides individual guidance in the use of materials to meet individual needs and interest and to develop and extend these interests. This phase of the school library program adds a new dimension to the classroom program--producing and deepening the total curriculum.

There have been several studies conducted and there are many more needed. If any one of you is working on a doctorate or a master's paper, make some of the studies that are so very much needed. There is a report in the April, 1961 issue of the IAR bulletin (issued by the Institute of Teachers Research, Teacher's College.) Studies investigate contributions made--various professional specialists, employment in the schools that provide outstanding educational programs. These studies found that librarians contributed most to the quality of education. This was made by people outside libraries and schools. A statement was recently made on the central purpose of American education. That purpose--"The development of the ability to think".

We cannot hope to equip pupils with all they need to know as we don't even know what they need to know with advancements being made so rapidly. We must instead equip

them to continue their education independently in the library. Library and study skills are essential equipment for self education.

I would like to summarize my thinking about the kind of school library we need. That is one that serves as an instrumental center for research work and gives individual pupils guidance in using library resources to meet personal and social needs. This kind of school library is necessary to provide a program of quality education. I would like to go back to my original question. If you answered "yes", which I am sure you did, if you really believe in education, you will leave no stone unturned to see that good school libraries with good librarians and effective library programs are truly the heart of every school in Montana.

I could not leave without saying that through my talks with Tish I have been most encouraged with the report. I think it is really amazing, all the work that you have done to further the school library in the state. The progress that has been made in the last ten years will be doubled or tripled in the next ten.

People are devoting a great deal of time and effort to this project. We should be very proud of all they have done and to be a part of it. We are proud of the selection of leaders that you have made because we know they have done a great deal to put us so far ahead. As I mentioned before, the EAST is in the past, but the WEST has a bright future to conquer.

Say You Saw it in the Montana
Library Quarterly

MONTANA SCHOOL LIBRARY ASSOCIATION

Saturday, May 5, 1962 2:00 P.M.

Dr. Vernon Sletten of Montana State University spoke on the subject An Outsider Looks at Educating the School Librarian:

I would think that the school librarian's functions would be the usual starting point in considering preparational programs. But I am going to assume that you know what competencies this book and materials specialist, this teacher, this curriculum expert, this administrator and this expeditor of smooth working human relationships should have -- and how he can acquire them. I wonder if the job specifications do not call for supermen, but then we should always keep goals ahead of accomplishments.

I am going to comment and raise questions on factors that affect the finding of these people. I am going to do so in terms of the social interest in library service rather than in terms of the professionalization or the status seeking of the librarian.

I shall attempt this with brief remarks under five points and, in the way of some kind of warning, here they are.

1. Present sources, the need, the demand.
2. Professionalization of status and need.
3. Ports of Entry--at this point plagiarism of and reliance on Ralph H. Parker.
4. Montana school district organization and the school libraries.
5. School administrator attitudes.

1. Present Sources, the Need, the Demand.

I must separate "need" and "demand". It would seem that "need" has various definitions. Large numbers of educators other than librarians

would be in major agreement as to the role of the school librarian as you see it. But the "demand" in terms of value judgements of the school administrators, board members and the general public is far behind your definition of "need." Congress didn't incorporate in the National Defense Education Act provisions for summer institutes for librarians with stipends for the participant exceeding the pay check of the regular year. I am inclined to the view that such provision should have a No. 1 priority, but my point is that the "demand" rather than the "need" will determine how rapidly facilities for the preparation of school librarians will be expanded.

If my reading is correct, there are thirty or thirty-one accredited library schools -- I have found the figures to vary with the writers. These schools turn out 1500 graduates a year. Obviously the public schools cannot expect many from this source. Nor is it reasonable to expect rapid expansion of these facilities. When preparation is placed on the graduate level, there are at least two major factors affecting numbers of students -- (1) the demand and (2) the reimbursement to be expected by the student if he has an extended period of study.

This suggests that a major source of school librarians must be the 563 institutions offering some work for the school librarian. Apparently the amount of work varies from 24 or more semester hours in 121 colleges or universities and 6 to 23 semester hours in 270 institutions to less than six hours in 172 colleges according to a 1957 study. This level of development is well behind in terms of numbers in available programs for the classroom teacher in perhaps every field. Expansion of curricula cannot outrun by much distance the demand in

terms of students. At this point I would like to raise a question or two about

2. Professionalization or Status and Need.

As an outsider these questions seemed implicit in Harold Lancour's "The Librarian's Search for Status" and Everett Hughes' "Education for a Profession."

In the drive for professionalization and status have you created a wide gulf between the graduate library schools and the school librarian by making difficult the transfer of credit from the 500+ schools offering undergraduate work?

Have you been pre-mature in the premise that technical preparation should be largely on the graduate level when medicine and law are about the only professions that have succeeded in postponing professional work beyond the bachelor's degree, and this is a recent development for most law schools?

Are you holding a monopoly on the decision of what kind of preparation makes for a good librarian. Few occupations decide for themselves. The nature of the "need" and "demand" in the field at a particular time affects programs of training. Admitted that professional goals must be always ahead of the present - but how far ahead?

In a state such as Montana the teacher-librarian will be with us a long time. Can more of your technical subject matter be put together in self-help manuals?

Perhaps from the standpoint of social interest versus professionalization and status you have been over-zealous in promoting professionalization. The outsider wonders when he reads this statement

of Miss Mahar's: "Many states have not provided programs for the education of school librarians simply because their institutions cannot meet, or have no business meeting, the generalized standards of the ALA for library education. Recruitment for programs not accredited by the ALA has proven to be very difficult. Furthermore, in the twenty-nine states without accredited library schools, most prospective school librarians have not been able or willing to attend library schools outside their own states."

3. Ports of Entry

I doubt if I should make any comments on this, but I liked that expression of Ralph H. Porter. I would like to have you recall what he said about one staff of thirty professional librarians in a university -- and he held this to be typical.

1. Only four followed the path of undergraduate college to library science training without interruption.
2. Seven had worked in full-time positions in a library before entering library school.
3. Twenty had worked full-time in another occupation before entering library school.

Porter holds that the solution (I suspect this is only a partial solution) to the shortage problem lies in our ability to open the ports without lowering the quality of those who enter.

The program at Montana State University, particularly in the summer session, is based on the idea of many ports of entry. The Montana system of certification recognizes this. Even so, with our present organization of schools in Montana, this is a hard up-hill battle. And that brings me to my fourth point:

4. Montana School District Organization and the School Librarian

With a thousand school districts, well over a hundred small high schools, and a greater number of independent elementary attendance units of four to 10 or 12 teachers, the library problems rest on what the teacher-librarian can do. Accreditation standards must take this into account. If we had 75-100 school districts in the state, we could move rapidly in developing new supervisory positions and more adequate materials centers. This would give in turn a real boost to struggling library education programs. If along with this, the Congress were to decide that in NDEA legislation, librarians were as important as foreign language teachers and counselors, we would be on the high road in a hurry. So I suggest that in your encouragement of education for the school librarian, working the indirect road of school district reorganization might be as profitable as any other effort you make.

I would like to say something about

5. School Administrator Attitudes and Education of the School Librarian.

By choosing this as my fifth point I have the immodest chance to tell you that I did participate in one piece of library research with Richard Darling and Roger Thweatt. We made a study of school administrator library attitudes in British Columbia, Washington, Oregon, Idaho and Montana under a sub-contract with the Pacific Northwest Library Development Project at the University of Washington. The study is reported in the volume Elementary and Secondary School Libraries of the Pacific Northwest, Morton Kroll, Editor, University of Washington Press, 1960.

The study was made in the areas of Administrative Control of the Library, Budget and Finance, Librarian Qualifications and Responsibilities, General Practices Within the Library, and Equipment and Facilities.

In analysis we used, as far as possible, criteria developed within your organizations. I would like to make a few references to administrator's attitudes in Librarian qualifications and responsibilities.

Only 26 of 363 superintendents thought that minimum preparations for a school librarian should be a degree in library science -- only 12% in Montana.

The most important factor in the selection of a librarian was judged as follows:

- | | |
|--------------------------------|-----|
| 1. Amount of training | 28% |
| 2. Professional experience | 23% |
| 3. Personality & appearance | 23% |
| 4. Experience in teaching | 15% |
| 5. Amount of general education | 11% |

These administrators viewed the education of a school librarian as comprising much more than the formal college work of a library curriculum -- as you do -- but perhaps with different amounts of emphasis. In areas of status, responsibilities for program development, and the librarian as a materials specialist, the views expressed were in accord with your criteria.

In summing up, I believe I have provided these outside viewpoints--old ones I am sure.

1. The graduate school approach for the education of the school li-

brarian is not sufficient.

2. The programs in the 500+ colleges and universities outside the pale of tight accreditation must be given greater freedom to develop in terms of the field conditions of the present -- keeping goals ahead of status quo, of course.

3. The librarian must distinguish between "need" in the minds of professionals and "demand" as exercised by the general public. This seems to imply constant application of stimulants -- pressure for supported institutes, grants to state departments. Counseling and guid-

ance is a good illustration of what can happen.

4. Professionalization and status desires cannot get too far ahead of the social interest. The ports of entry must be kept open.

5. Though the basic initiative for betterment will lie, in large part, within the profession, many groups working together will develop library programs. This is especially necessary, if as Miss Mahar suggests, librarianship is an auxiliary discipline and its substance -- materials and services--determined by the institution or social organization which it serves.



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MONTANA ASSOCIATION OF SCHOOL
LIBRARIANS

BUSINESS MEETING

Saturday, May 5, 1962

The annual business meeting of the MASL was called to order by Chairman Jane Carey of Glendive, in the Pine Room of the Florence Hotel, May 5, 1962, following the afternoon session of school librarians at the conference.

The minutes were read by Mrs. Stevens, in the absence of the secretary. The minutes were approved as read. The report of the treasurer was submitted in writing and is appended to the minutes. There were no reports of standing or special committees. Fifteen members attended.

Mrs. Carey discussed the matter of divisional status for librarians within the MEA. Mrs. Stevens reported that the sentiment within the MEA executive board was not in support of the move. A letter from Dee Cooper to Mrs. Carey was read to the assembly, presenting the view that divisional status for librarians or subject matter groups would weaken the program of MEA. His letter outlined steps asking divisional status, but pointed out that the time was now past for expediting the matter. Mrs. Carey reported that departmental status was held by groups such as classroom teachers, student teachers, county superintendents, and others. A motion was made to table the matter for further study.

Mrs. Carey reported the earlier appointment of Frances Dehnert Wells, Billings, to serve as State Delegate to the American Association of School Librarians for the term 1961-1963. Mrs. Wells is a member of the State Library Committee.

Mrs. Carey pointed out the need of a member of the association to present short and long range plans resulting from the School Library Development Project. Results of the study were presented in written and chart form by Mrs. Letitia Johnson, of Missoula, Chairman of the study. A motion was made, seconded, and carried that Mrs. Johnson be responsible for presenting the Montana goals to the AASL.

A move was made and seconded that the chair appoint a nominating committee for the present year. Following discussion the motion was withdrawn. A second motion was made that all incumbent officers be asked to continue their duties for the coming year. The motion was amended to include Mrs. Stevens of Cascade High School as Vice-Chairman and Chairman-elect. The motion carried.

A motion of adjournment was made, seconded and carried.

National
Library
Week

April 21-27

1963

MONTANA LIBRARY ASSOCIATION

ANNUAL REPORTS

1961 - 1962

REPORT OF TREASURER
April 1, 1962

GENERAL FUND:

RECEIPTS:

Balance transferred to Treasurer July 8, 1961	\$1,252.58
Gifts for scholarships, Lesley M. Heathcote	50.00
Sale of 1962 Conference exhibit space	135.00
Memberships	588.00
	\$2,025.58

DISBURSEMENTS:

1960/61 balance to Montana Library Quarterly Fund	496.50
Expenses, 1961 Conference	20.15
Scholarships, Montana State University Library Workshop	300.00
Expenses, Ruth Warnke, Library Workshop	19.36
Refunds, overpayment of dues	10.00
Supplies and postage, Treasurer and Membership Committee	95.15
Supplies and expenses, National Library Week	84.97
Loan to Scholarship Fund, February 23, 1962	465.00
Transfer to Scholarship Fund, Heathcote gifts	50.00
Bank Charge Exchange 12/13/61	.05
	\$1,541.18

BALANCE, GENERAL FUND	484.40
* BALANCE, MONTANA LIBRARY QUARTERLY	468.95
* BALANCE, SCHOLARSHIP FUND	495.80
BANK BALANCE	
	\$1,449.15

* Itemized on next page

(Mrs.) Rita M. Nelson
Treasurer

MONTANA LIBRARY QUARTERLY

1961 - 1962

MONTANA LIBRARY QUARTERLY FUND

RECEIPTS:

Treasury balance July 8, 1961	\$ 496.50
Subscriptions	72.00
Sale of back issues	11.50
Sale of advertising	453.00
	\$1,033.00

DISBURSEMENTS:

Postage	123.20
Supplies and expense	438.85
Subscription refund	2.00
	\$ 564.05

BALANCE	\$ 468.95
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SCHOLARSHIP FUND

RECEIPTS:

* Borrowed from General Fund February 23, 1962	\$ 465.00
Transferred from General Fund, Heathcote gifts	50.00
	\$ 515.00

DISBURSEMENTS:

Expenses advanced for "Books are Friends"	\$ 15.00
Register of Copyrights, Library of Congress	4.20
	\$ 19.20

BALANCE	\$ 495.80
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- * With the approval of the Executive Board, this account was originated within the Association treasury to finance the publication of "Books are Friends". The amount borrowed will be repaid from the sale of the books and all profits will remain in the Scholarship Fund.

MEMBERSHIP COMMITTEE

1961 - 1962

April 1, 1962

Active Members:

School librarians	71
Public librarians	95
College and special librarians	<u>39</u>

Total Active Members	205
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Associate Members:

Friends	123
Trustees and Administrators	<u>118</u>

Total Associate Members	241
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Institutional Members	<u>2</u>
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TOTAL MEMBERSHIP	448
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(Included in the above total are 16 life members)

GAIN IN MEMBERSHIP SINCE April 1, 1961	89
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The office of Treasurer has this year been combined with that of Membership Chairman to simplify both activities and it seems to be a practical plan, eliminating the need for constant communication between the two officers.

Much assistance in membership solicitation has been contributed by Mrs. Longworth and the staff of the State Library Commission. Using their mailing lists, letters of invitation were sent to all school, public, college and special libraries in the state and to a long list of individuals. Through these letters, we added many new members. Our former members were all contacted at least three times if dues were not renewed. Happily, there were few drop-outs.

Mrs. Longworth has long been campaigning to secure the interest of public library trustees and school administrators. Through her efforts and the letters sent to librarians we have added an impressive number of these important people to our membership. The honor roll following lists libraries whose entire staff and trustees (or school administrators) are members of our association.

(Mrs.) Irene Greenleaf
Harriette Cushman
(Mrs.) Rita M. Nelson, Chairman

HONOR ROLL

Montana State Library Commission

Anaconda, Hearst Free Library

Bozeman Public Library

Chouteau County Free Library, Fort
Benton

Cascade Public Library

Circle, George McCone Memorial
County Library

Conrad Public Library

Fallon County Free Library, Baker

Glasgow, Carnegie City-County
Library

Glendive Public Library

Harlem Public Library

Harlowton Public Library

Helena Public Library

Hobson Public Library

Lincoln County Free Library, Libby

Lincoln Public Library

Livingston Public Library

Miles City, Carnegie Public Library

Sidney Public Library

Carroll College Library

College of Great Falls Library

Custer County Junior College

Eastern Montana College of
Education Library

Glasgow Air Force Base Library

Historical Society of Montana
Library

Malmstrom Air Force Base Library

Montana School of Mines Library

Northern Montana College Library

Rocky Mountain College Library

U.S. Veteran's Administration
Library

Western Montana College of
Education Library

Anaconda Central High School

Anaconda, St. Joseph's School

Brady High School

Butte Senior High School

Cascade High School

Clyde Park High School

Flaxville High School

Havre Central High School

Missoula County High School,
Higgins Avenue Unit

Missoula County High School,
South Avenue Unit

Plevna High School

Polson High School

Richey High School

Stevensville High School

West Yellowstone Junior High
School

Winifred High School

The ALA Councilor

Mrs. Ruth Longworth, Mrs. Alma Jacobs and I attended the Mid-winter meeting of the A.L.A. in Chicago January 28 to February 3. Mrs. Longworth attended meetings of the Library Development Committee and Mrs. Jacobs and I attended the Council meetings. Mrs. Jacobs also is a member of the A.L.A. Nominating Committee, which is indeed recognition for Montana.

There were three meetings of the Council; one closed, at which the Executive Board reported to Council, and two open meetings.

President Morton announced that funds were running low for work in Washington for federal legislation for libraries and made a plea for contributions to the A.L.A. Washington office from State Library Associations.

The chief matter to come before the Council was a recommendation from the A.L.A. Committee on Intellectual Freedom which had been transmitted to the Executive Board of A.L.A. for study. Following is the recommendation:

"1. That no library may become an institutional member (of A.L.A.) which discriminates among users on the grounds of race, religion or personal beliefs; 2. That the Executive Director may request Execu-

tive Board action gainst any member if said member discriminates among its users on these grounds; 3. That after due deliberation and hearing of both parties, the Executive Board may declare void any institutional membership because of discrimination; 4. That all libraries applying for institutional membership be required to state in writing that no discrimination is practiced against users on the basis of race, religion or personal beliefs."

The Board offered the following statement in answer to the recommendation and urged its adoption by the Council.

'The Council of the American Library Association believes that the denial or abridgement of library service to any person because of race, religion, or personal beliefs is in violation of the Library Bill of Rights and, in so far as such abridgement takes place in a tax-supported institution, contravenes the spirit and probably the letter of the Constitution of the United States.

'The Council recognizes that substantial progress has been made in abolishing discriminatory restrictions. It recognizes, further, that the librarians of some institutions in which discriminatory practices are continuing are unable at present to remove these because the governing bodies of their institutions feel bound by state and local statutes and ordinances that require discrimination among users and which have not yet been tested in the courts.

'The Council believes that the Association should use every proper means at its disposal to bring an early end to discrimination practices as rapidly as legal obstacles can be removed, and that, to that end, a thorough study of the problem and the means for its solution be undertaken.'

The recommendation was discussed at length by members of Council, and the majority of Council members were of the opinion that the statement needed strengthening. It was moved, seconded, and carried that the statement be referred back to the Board for revamping and that a revised statement be submitted to Council at the Annual meeting of A.L.A. at Miami Beach in June.

Miss Gertrude Gscheidle, Chairman of the A.L.A. Headquarters Building Committee, gave a report on the progress of the new Headquarters Office, accompanied by slides. Dr. Irving Lieberman, Chairman of the Advisory Committee for Century 21 Library of the Future, gave a report on "Library 21," also accompanied by slides.

Kathleen Campbell,
A.L.A. Councilor

The fundamental need in the world today is to be able to see and understand the points of view of other people, so we can learn from others as well as try to help them, to understand others rather than fear them. At this moment in world history it is vitally necessary for us to broaden our mental horizons with all possible speed, to train the rising generation to meet their new responsibilities before they reach maturity, not after when it may be too late. It is necessary to make access to the truth, to both sides of every question, easy and quick for all who seek it, to enable them to make their own decisions based on facts; and for the overwhelming majority of us the quickest and easiest way to get at the world's best thought, and to ferret out facts for ourselves, is through the public library.

André Maurois

The Federal Coordinator

The first session of the 87th Congress adjourned on September 27, 1961. The date for convening the second session was established for January 10, 1962.

Final action of the first session was the appropriation of funds for "Library 21" in the amount of \$70,000. This is significant of Congress' recognition of the role of the federal government in helping to support the library needs of the future.

Among the items of importance to libraries was the appropriation for the Departments of Labor and Health Education and Welfare. \$20,000 was allowed for three new positions for the Library Services Branch. In signing the Labor-Health, Education and Welfare appropriation bill, the President also gave final approval to the appropriation of the \$7,500,000 for the Library Services Act.

A bill to amend the Act of 1879 to promote the education of the Blind by authorizing wider distribution of materials for increasing the appropriation was signed by the President on September 22, 1961.

A two year extension of the National Defense Education Act as presently constituted and of Public Laws 815 and 874 which authorize funds for the construction, operation and maintenance of schools in federally impacted areas was passed in the first session. The N.D.E.A.

bill does not contain the Library Title but is simply an extension for two years of the law as it now exists. The ALA Washington Office will continue to work tirelessly to effect the necessary change in this law to include and to specify assistance to libraries.

Miss Germaine Krettek, Director of the ALA Washington Office, says that many factors will have impact on the course of library legislation in the second session of the 87th Congress which convened on January 10, 1962. The death of Congressman Sam Rayburn, as Speaker of the House necessitated a new appointment. Representative John McCormack (Democrat of Massachusetts) has been appointed to succeed Sam Rayburn. Representative Carl Albert (D., Okla.) is now the Majority Floor Leader, succeeding Mr. McCormack, and Representative Hale Boggs (D., La.) has been named Democratic Party Whip.

Legislation pending for the second session will include: Income Tax Reduction for Public Library Gifts, the Florence Agreement (which will permit the importation of books and a wide variety of scientific, educational and cultural material by eliminating or reducing tariffs or other trade barriers); Interstate Compacts (report is that this is not likely to be successful); the Adult Literacy Program; a bill to Provide Quality Education; a bill to improve Academic Facilities; a revision of the present Depository Library Law. Postal Rates and the Mailing of Communist Propaganda, is currently under consideration in the House. This bill includes no increase for the educational and library materials rate. It does, however, include the Cunningham amendment which prohibits the carriage in the U.S. Mails of Communist propaganda. It is said that this legislation carried out to the fullest extent could work serious

hardship on academic centers and research libraries. Source material on Communism could be banned and newspapers such as the NEW YORK TIMES could not be sent through the mail when they reproduce speeches by Krushchev and other Communists.

The administration's budget request for fiscal 1963 includes an item of \$7,500,000 for the Library Services Act, the full amount authorized. ALA will give testimony before the House Subcommittee on March 8. Hopes are high that the full amount will again be allowed for the program is immensely popular with both parties in both the House and the Senate and no dissenting opinion is anticipated.

Ruth O. Longworth,
Federal Coordinator

Montana Authors' Committee

The accomplishment of the year is, of course, the publication of the First Supplement to Who's Who Among Pacific Northwest Authors, for which previous committees are responsible. All biographical material collected has been transferred to the University library. Some of this was not included in the First Supplement and may go into the next one if these authors continue writing.

Since Who's Who Among Pacific Northwest Authors is a continuing project, the Montana Committee is constantly working to keep biographical data on Montana authors up-to-date.

Jean Davis
Rita McDonald
Doris Wilson
Lucile Speer, Chairman

Scholarship Committee

The Scholarship Committee has several suggestions for the membership to consider. The first suggestion is that personal contributions to the Scholarship Fund would be a simple way to get the Fund started.

We would like your reaction to placing the money received from Life Memberships in the Association into the Scholarship Fund.

We would also like some expression of opinion from the members about building up the Fund by setting aside 10% or \$100.00 (whichever is larger) of the Association's annual income from dues.

We would like to know if you would approve of taking steps to ask the Legislature to bring librarianship training under the provisions of the Western Inter-State Commission on Higher Education.

At this annual meeting, Lesley Heathcote, editor, Montana Library Quarterly, will report on the sales of "Books are Friends", proceeds of which are to go into the Scholarship Fund.

Ruth O. Longworth
Letitia Johnson
Alma S. Jacobs, Chairman

Support Our
MLQ Advertisers

Committee On Meeting Place 1963

The Committee accepted Mrs. Alma Jacobs' invitation to have the 1963 M.L.A. Convention in Great Falls.

Mrs. Marjorie Moores
Mrs. Bette Dunnam
Mrs. Dorothy Brower, Chairman

The PNLA Representative

"Open Doors to Larger Worlds" is the theme for the PNLA conference, to be held in Vancouver, B. C., August 23 to 25, 1962. President Eloise Ebert tells that Division officers are well along with plans for the conference, which will have program emphasis by type of library. Mrs. Alta M. Grim, Chairman of the Public Libraries Division, and Miss Carol Trimble, Vice-Chairman, are planning an unusual discussion program on the contemporary novel which sounds quite exciting. Lee Zimmerman, Chairman of the College Library Division, has been communicating with Dorothy M. Drake, Librarian of Scripps College Library, Claremont, California, on a joint meeting of the College, University, Research Libraries Section of the California Library Association with the College Library Division of PNLA. The joint meeting will pro-

bably cover one day and may or may not be a pre-conference get-together. Vancouver is a long distance, but the librarians in California have been promoting this arrangement with great enthusiasm.

President Ebert says, "PNLA is very privileged to be able to 'snag' the top professional leaders in Canada and the United States, and we are looking forward to the inspiration which they will bring to the conference."

We are so pleased that the meeting is to be in Vancouver. This will give us an opportunity to visit the World Fair in Seattle, either before or after the conference. Let us be sure to see "Library 21," and do let us have good representation from Montana.

Ruth O. Longworth,
PNLA Representative

National Library Week

The success of National Library Week in Montana - 1962 is a foregone conclusion for it has been dependent upon the efforts, interest and stimulus of citizens in every community throughout the state. There have been proclamations by the Governor and by the mayors in various cities, plus arresting visual proclamations in the form of billboard posters reminding us to "Read And Watch Your World Grow." This is no idle or jestful exhortation for your world can truly be made more meaningful and alive with every book you read or article you digest. The increase of man's knowledge of humanity and of the varying world which surrounds him through reading most certainly

leads to his self improvement, and enhances his contribution to his nation and his community. Is there any more worthy or venerable center in any locality to achieve this than your library? Libraries of all kinds need our support and assistance, not just for the honor and benediction bestowed upon them during this one week of the year but for all the fifty-two ensuing ones.

The reports of our National Library Week committees, both state and local reveal a variety of activities and events from pleasurable family read-togethers, art exhibits, to a St. Patrick's Day benefit dance. Geographically, every county in the state has been accounted for with a project to publicize and to promote the better use of library services. So many individuals have worked together with mutual satisfaction and with such output that the assurance of a "Better-Read, Better-Informed America" - and Montana - is beyond a doubt.

My congratulations and appreciation to all of you who have given of your time in our endeavor to promote our libraries and to publicize this special week. May I hear from all of you so that a final report can be compiled to assess the many satisfactions we have gained from participating in National Library Week - 1962.

William L. Baillie,
Chairman, N.L.W., 1962

Legislative Committee

The outstanding event on which the legislative committee can report is ahead of us. The conference this year is to be almost entirely concerned with the library in the legislative process. The timing is excellent for as you know, we are

facing another legislative year in January 1963.

We hope that attendance will be very good and that all who attend will carry back to each community the knowledge of how we can work successfully with our governing bodies, on the local, state and national level. With the help of the state legislators who are to meet with us, we will have the necessary information. With the advice of Germaine Krettek, Director of the American Library Association's Washington Office, Mrs. C'Ceal Coombs, Legislative Advocate for the Washington Library Association and Mrs. Helen Gilbert, Librarian of the Yakima Valley Regional Library, we will learn how we can succeed in Montana, as the Washington Library Association has in the state of Washington and as Germaine Krettek has in Washington D. C.

I feel sure that the Conference in Missoula will bring out the fact that we can be a tremendously important force if we work together for our common goal. We hear much about economy in government and there is not a one of us who does not believe in this. We also know that some services can only be ours through sharing the cost of the service and that this is true of the free public library. We cannot afford not to have books. And we cannot wait until all other services are provided to secure the necessary support.

I am pleased to serve as your chairman in the important task ahead of us. My assignment is far easier because of the splendid job each of you is doing in your community. Let us keep in mind the advice of Alexander Pope when he wrote, "By mutual confidence and mutual aid great deeds are done and great discoveries made." Together our possibilities are limitless.

Mrs. Margaret Warden,
Chairman, Legislative Committee

Library Development Committee

There is gratifying evidence of steady progress in library development in the state. As of July 1st, the strong Glendive Public Library, which serves Dawson County by contract, joined the Sagebrush Federation. Mrs. Perl Coombs, Librarian, serves as Consultant for the larger area and frees Mrs. Clare Smith for her many other duties as Coordinator of the Federation. Thus the problem of insufficient professional personnel is resolved. The Glendive Public Library is to have new and spacious quarters in the new courthouse which will be completed within the coming year. The library has been located on the second floor of the City Hall. The new quarters are in a more central location and will provide an additional 1,000 square feet.

July 1st, 1962 marks the end of the demonstration period with Library Services Act funds for the Sagebrush Federation. We cannot say with certainty at this time that all of the counties will assume the responsibility of support, but the outlook is very good. This in spite of a severe drought condition in Eastern Montana. Carter County is the only participating county without a library, so here petitions are being circulated to permit a levy for library services.

The Friends of the Lincoln County Free Library will try again for a library building for the headquarters in Libby. The request will be on the ballot in the July 1962 primaries. An earlier attempt failed one and a half years ago by a very small margin, due, it was consid-

ered, to the fact that four other bond issues were on the ballot at that same time. All good wishes go to Inez Herrig and high hopes for success in this important venture.

Friends of the Great Falls Public Library are working hard for a future building. Here, too, is necessary delay until such time as the building program for the schools is successful.

Petitions are presently circulating in Park County, requesting that service be extended from the Livingston Public Library to the outlying county. This is a first step toward a future federation for this area, to include surrounding counties.

Reports from the three federations of libraries: Northwest, Great Falls and Sagebrush, are highly encouraging. Once again we have proof of the fact that the availability of a sufficient number of well chosen books for every age and interest makes a reading community. Circulation figures are spiraling and interest is very high indeed.

A meeting of the Library Development Committee is scheduled for the near future. The committee will assess the present program in the state and will outline a detailed program for the future, to include both short and long term plans. The committee is pleased with the record of progress in the above report and wishes to commend the librarians of the state for the fine job they are doing in promoting good library service.

Mrs. Perl Coombs
Mrs. Helen Ewing
Mrs. Inez Herrig
Mrs. Alma Jacobs
Mrs. Ruth Longworth
Mrs. Clare Smith
Evelyn Swant
Kathleen Campbell, Chairman

Publications Committee

From April 1961 through January 1962 we published 166 pages in the Montana Library Quarterly. After adopting the yellow cover, we decided to change the ink color for each issue. We had some doubt about the red, but decided it didn't look bad. Our new arrangement for having it run off has worked very well.

The October issue was devoted to trustees and friends, and the January issue, with Mrs. Dorothy Lindvig as guest editor, concentrated on school libraries. This is in accordance with the plans announced in our last report.

We have a few more ads and a few more subscriptions, but we think we have probably reached the limit of both. One advertiser has changed from one-fourth to one-half page.

The talks of Mrs. McNamer and of Vincent Werner, mentioned in the last report as having been taken by the Wilson Library Bulletin were finally printed in that publication. Your editor has been too much pre-occupied this year to peddle any articles.

<u>Statistics</u>	<u>1960/61</u>	<u>1961/62</u>
Number of pages	205	166
Number of sub- scriptions	22	29
Number of ad- vertisers	11	14
Income from subscriptions	\$44.00	\$58.00
Income from advertisers	\$403.50	\$524.50

Ruth O. Longworth
Lesley M. Heathcote, Chairman

Montana Association Of School Librarians

The MASL was represented by its chairman at the November meeting of the State School Library Committee where reports were heard on the various library activities at MEA meetings throughout the state. Miss Leila Doyle, assistant director of the ALA's School Library Development Project, spoke to the educational group in Billings. Her talk was recorded for further use.

The January issue of the Montana Library Quarterly was again devoted to school libraries with the MASL chairman as guest editor. Regular columns entitled "MASL Notes" also appeared in the Quarterly. The September issue of Montana Education contained a greeting from the school library division.

Efforts were made for the division to become a department of the MEA since it now holds that status with the NEA. An MEA constitutional change is required for such action.

Chairmanship of the division was assumed in January, 1962, by Mrs. Jane Carey upon the resignation of the former chairman.

Dorothy Lindvig, ex-chairman

Constitution Committee

The Committee carried on its work by correspondence and agreed to submit to the membership the amendments as given below.

Kathleen Campbell
Lesley M. Heathcote, Chairman

Constitution And Bylaws, Proposed Amendments

CONSTITUTION

Article I

Name

Change to: The name of this organization shall be the MONTANA LIBRARY ASSOCIATION.

Explanation: Since there is no municipal community or county in the State named "Montana" the use of the word "State" is redundant. Even the Washington Library Association, which would have a legitimate reason for using "state" does not do so. Idaho has recently dropped "State" from its library association name.

Article III

Membership

Section 1: Change to "There shall be five classes of members: Active, Associate, Life, Institutional and Honorary Life."

Explanation: This deletes the categories of Contributing and Ex-Officio, neither of which was ever used, and neither of which seems likely to be.

Section 2: Active Members. Delete the words "or previously" and "or any graduate of an accredited library school". The section will then read: "Any person actually engaged in library work may become an active member of this Association and be entitled to all its privileges upon payment of the dues as provided in the Bylaws."

Explanation: An active member should be actively engaged in library work or the term is meaningless. Those who are no longer active may become associate members.

Section 3: Associate Members. Change to read "Any interested person or organization not actively engaged in library work may become an associate member upon payment of the dues as provided in the Bylaws and shall be entitled to all the privileges of this Association except the right to vote and to hold office."

Explanation: This merely simplifies the wording and provides for support by non-library organizations.

Section 5: Contributing Members. Delete.

Explanation: See under Section 1.

Section 6: Ex-Officio Members. Delete.

Explanation: See under Section 1.

Section 7: Institutional Members. Delete the phrase "or otherwise interested in library work". The section will then read "Any institution or association engaged in library work may become a member of this Association upon payment of dues as provided in the Bylaws."

Explanation: Institutional membership is intended for libraries. Other organizations should be associate members, as indeed they are now.

Section 7, 8, 9, 10: Change numbering to Sections 5, 6, 7, and 8.

Article IV

Section 3d: Add a final sentence "He shall be, ex officio, chairman of the membership committee."

Explanation: There needs to be very close cooperation between the Treasurer and the membership committee and the best way of ensuring this is to make the Treasurer chairman.

Article V

Regional and National Representation

Section 1: Before "member" in the first sentence insert "active". It will then read "An active member of this Association" etc.

Explanation: This is to clarify the qualifications for the position.

Section 2: Before "member" in the first sentence, insert "active".

Explanation: Same as section 1.

Section 3: In the three places where the name Montana State Library Association occurs, delete the word "State".

BYLAWS

Article I

Nominations and Elections

Section 1: Nominating Committee. Add a sentence "The past president shall be, ex officio, a member of this committee."

Explanation: This is a device for ensuring that someone who knows most of the membership will serve on this committee. It has been done as a matter of practice in recent years, but this is the only way to ensure it.

Article III

Dues

Change as follows:

Section 1: Annual dues shall be due and payable on or before June 1. Any member whose dues are unpaid by January 1 in any fiscal year shall be deemed delinquent and shall cease to be a member of the Association.

Explanation: The present statement is incorrect and ambiguous. There is no indication as to when delinquency is in effect.

Section 2: Dues shall be as follows:

a. For Active Members, dues shall be computed on a sliding scale based on the current annual salary received by the member.

<u>Annual Salary</u>	<u>Annual Dues</u>
Under \$2400	\$1.25
\$2400 - 3599	2.00
\$3600 - 4799	3.00
\$4800 - and over	4.00

b. For Associate Members \$1.00 annually

c. For Life Members \$50.00

d. For Institutional Members \$5.00 annually

Explanation: The \$1.25 for salaries under \$2400 is mainly to enable the Treasurer to spot an active member at once. At present this group pays the same as the associate members. It seemed wise to add another category of \$4800 and over with a \$4.00 fee, and to raise life members from the rather ridiculous figure of \$20 to \$50. Institutional members have been raised from \$4.00 to \$5.00 which does not seem excessive.

Article V

Committees

Section 1a: From the name Montana State Library Association, delete the word "State".

Section 1b: From the name Montana State Library Association, delete the word "State".

Constitution Committee

Kathleen Campbell

Lesley Heathcote, Chairman

"Open Doors To Larger Worlds"

PNLA CONFERENCE

AUGUST 23-25, 1962

VANCOUVER, B.C.

Special meeting at PNLA
for Trustees & Administrators
Saturday Aug. 25

Topic: "The Open Door"

State Library Commission

July 1961 marked the end of five years under the Library Services Act for Montana and for many of the other states, who participated in the program from the beginning in 1957. John Lorenz, Director of the Library Services Branch in Washington D.C. presents a stimulating report on the nation. He says, "Encouraging progress and results can be noted in the still incomplete statistical summaries of the results of the Library Services Act after five years. Approximately 36 million rural people in 1500 counties now have new or improved services as a result of state programs under ISA. Two million people in approximately 115 counties formerly without public libraries prior to ISA are now receiving service. Over 280 bookmobiles have been placed in operation under ISA projects, and state library agency staffs have been strengthened by the addition of approximately 115 field librarians and some 285 other professional librarians."

Montana's progress report on Five Years Under the ISA has been given wide circulation and will not be repeated here. It has been well received and we have earned commendation for the success of our plan of library development. Our federations of libraries are convincing evidence that we have learned to work together in friendly accord.

Most valuable experience of the past year was the Allerton Park Institute on "The Impact of ISA - Progress and Potential." The institute was planned because of the realization that the time is particularly appropriate for a comprehensive evaluation of the Library

Services Act to date and a forecast of the years ahead, in terms of its effect upon governmental agencies and thinking, library development and library profession as a whole at national, state and local levels.

Dr. Lowell Martin, Vice President and Executive Director of the Grolier Society, gave the opening paper: "ISA and Library Standards: Two Sides of the Coin." He called for a "rededication to standards, emphasis on planning, and building from strength rather than continuing weakness. A new era did not develop in the first five years as there was too much emphasis on old forms and methods that have not brought quality service. However, there is vitality, momentum, and experimentation under ISA which can - and will - usher in a new era in library development in the next five years."

The institute's papers and discussions were ably summarized by Dr. Harold Lancour, dean of the new University of Pittsburgh library school, who stated that the next five years will see a new era in public library development. Can we meet the challenges? Imagination, creativity, good planning, research are all needed. Experimentation with new techniques and devices will be necessary. Trained staffs will be required.

We were very pleased to have Helen Luce, Library Extension Specialist of the Library Services Branch, Washington D.C., to visit the Commission last December. She brought much good advice and many helpful suggestions. She was complimentary about our larger quarters (new since her visit two years ago) and had much good to say about our program, procedures and progress.

The report of the Library Development Committee will include a great deal of the activities of the Com-

mission. There is no doubt but that we have a widespread and vital interest on the part of the people of Montana in securing an improved library situation in the State. The State Library Association meeting on the "Library in the Legislative Process" will be a valuable experience.

At the March meeting of the State Library Commission this statement of policy was adopted:

The Montana State Library Commission believes that an enlightened citizenry constitutes the foundation of democracy, and that every resident in Montana should have the opportunity to foster his own development in pursuit of education throughout his life;

That all libraries are intrinsic to education and that the community library is a vital and integral part of the community's total educational resources;

That the primary function of the public library is to serve as an essential cultural, informational and educational resource for all of its residents regardless of age, race, creed and occupation.

Ruth O. Longworth

For the majority of readers, the touchstone is one of taste: if an author offends you, do not read him. But it will not occur to any true booklover, I think, to take another man's book from him.

- Robertson Davies
in THE VOICE FROM THE ATTIC

Books are not men and yet they are
alive,
They are man's memory and his aspiration,
The link between his present and
his past
The tools he builds with.

Stephen Vincent Benet

Nominating Committee

The Nominating Committee of the Montana Library Association submits the following slate of officers:

Vice-President and President-Elect,
Natalie Sliepcevich, Librarian,
Hearst Free Library, Anaconda.

Secretary
Mrs. Letitia Johnson, Librarian,
Missoula County High School, Missoula.

P.N.L.A. Representative
Mrs. Ruth O. Longworth, Librarian
State Library Commission, Missoula.

Ballots were sent out to all active members with the April issue of the Quarterly.

Mrs. Mary Antunes
Mrs. Myrtle Cooper
Mrs. Helen Ewing, Chairman

Trustees And Friends Division

It is a pleasure to be able to report that this Division has reached an all time high in membership this past year. We now have a total of 241 associate members, an increase of 59 over the preceding year. Thanks are due to Rita Nelson, our Association Treasurer and Chairman of the Membership Committee, for a splendid job.

A new Friends of the Library Group has been organized in Sidney and we have also heard that there is interest in a group in Hardin for the Big Horn County Library. Friends in Hill County, Conrad, Great Falls and Butte have all held highly successful meetings during the year. Particularly gratifying is the news of activities on the part of Trustees and Friends during National Library Week. Very nearly every community in the state had all-out celebrations and the library friends worked very hard to make the Week meaningful and successful.

As your chairman, I have communicated with the associate members of the Montana Library Association, with all of the Montana Federation of Women's Clubs, the American Association of University Women, the Business and Professional Women, League of Women Voters, the Home Demonstration Clubs, as well as all Trustees and Friends interested in libraries who do not yet have M.L.A. membership. To every one I offered a cordial invitation to attend our

state meeting in Missoula on May 4-6. It is my hope that we will have a very good attendance, for this is the time when our new Division is formally organized and when we will elect officers and adopt a constitution and bylaws. We have also planned an excellent Division program.

It is a pleasure to serve as your Chairman. My interest in libraries is life-long and I am pleased to help in any way that is possible to further Montana's fine program of library development.

Mrs. Abbie Anderson, Chairman
Trustees and Friends Division

When one considers in its length and in its breadth the importance of this question of the education of a nation's young, the broken lives, the defeated hopes, the national failures, which result from the frivolous inertia with which it is treated, it is difficult to restrain within oneself a savage rage. In the conditions of modern life the rule is absolute, the race which does not value trained intelligence is doomed. Not all your heroism, not all your social charm, not all your wit, not all your victories on land or at sea, can move back the finger of fate. Today we maintain ourselves. Tomorrow science will have moved forward yet one more step, and there will be no appeal from the judgment which will then be pronounced on the uneducated.

- Alfred North Whitehead

MONTANA LIBRARY ASSOCIATION CONSTITUTION AND BYLAWS

Amended May 1954
Amended September 1956
Amended May 1958
Amended May 1959
Amended May 1961
Amended May 1962

CONSTITUTION

ARTICLE I

NAME

The name of this organization shall be the MONTANA LIBRARY ASSOCIATION.

ARTICLE II

OBJECT

The object of this Association shall be to promote library interests and development and raise standards of library service in Montana.

ARTICLE III

MEMBERSHIP

- Section 1: There shall be five classes of members: Active, Associate, Life, Institution, and Honorary Life.
- Section 2: ACTIVE MEMBERS. Any person actually engaged in library work may become an active member of this Association and be entitled to all its privileges upon payment of the dues as provided in the Bylaws.
- Section 3: ASSOCIATE MEMBERS. Any interested person or organization not actively engaged in library work may become an associate member upon payment of the dues as provided in the Bylaws and shall be entitled to all the privileges of this Association except the right to vote and to hold office.

- Section 4: LIFE MEMBERS. Any person eligible for active membership may become a life member upon payment of the dues as provided in the Bylaws.
- Section 5: INSTITUTIONAL MEMBERS. Any institution or association engaged in library work may become a member of this Association upon payment of dues as provided in the Bylaws.
- Section 6: HONORARY MEMBERS. Upon recommendation of the executive board, the Association may, from time to time, elect honorary members who shall pay no dues but who shall be entitled to all the privileges of this Association except the right to vote and to hold office.
- Section 7: MEMBERSHIP ELIGIBILITY. The executive board of this Association shall pass on the eligibility of all applicants for membership, in accordance with the provisions of the preceding sections of this article.
- Section 8: VOTING PRIVILEGES. Each active, life, and institutional member of the Association in good standing shall be entitled to all voting privileges. The governing board of each institutional member may have, through a delegated representative, one vote on all questions which come before the Association.

ARTICLE IV

OFFICERS

- Section 1: NUMBER OF OFFICERS. The officers of the Association shall be a president, a vice-president who shall be president-elect, a secretary, and a treasurer. The officers, together with the past president, the representative to PNLA and the representative to ALA, shall constitute the Executive Board.
- Section 2: TERM OF OFFICE. The term of office shall be one year with the exception that the office of Treasurer shall be for a two-year term, or until new officers are elected.
- Section 3: DUTIES OF OFFICERS.
- a. The president shall perform the duties that usually pertain to that office. In addition to his regular duties, he shall plan the program for the annual meeting and at that meeting he shall make a report to the members on the condition and affairs of the Association.
 - b. The vice-president shall perform the duties that usually pertain to that office.
 - c. The secretary shall keep a record of the proceedings of the annual meeting and of the meetings of the Executive Board and shall perform such other duties as shall be assigned to him.

Section 3: d. The treasurer shall keep a roll of members, shall notify delinquent members of unpaid dues, shall receive all money, keeping an account thereof, pay all bills authorized by the Association or its Executive Board, preserve all official papers and vouchers, and make an annual report of all financial transactions. He shall be, ex officio, chairman of the membership committee.

ARTICLE V

REGIONAL AND NATIONAL REPRESENTATION

Section 1: REPRESENTATION IN THE PACIFIC NORTHWEST LIBRARY ASSOCIATION. An active member of this Association, who is also a member of PNLA, shall be elected as a non-officer Board member of the PNLA for a term of two years, beginning of such term to coincide with that of the officers of PNLA.

Section 2: REPRESENTATION IN THE AMERICAN LIBRARY ASSOCIATION. An active member of this Association, who is also a member of ALA shall be elected as ALA Council representative for a term of four years, beginning of such term to coincide with that of the officers of ALA.

Section 3: BOARD MEMBER OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION AND COUNCILOR OF THE AMERICAN LIBRARY ASSOCIATION. These members shall serve as representatives of the Montana Library Association to these respective organizations and shall form a liaison to interpret the wishes and policies of the Montana Library Association to these organizations, and of these organizations to the Montana Library Association. They shall each submit a written report at the annual meeting.

ARTICLE VI

QUORUM

Ten members shall constitute a quorum of the association for the transaction of business.

ARTICLE VII

AMENDMENTS

This Constitution may be amended at any regular meeting of the Association by a two-thirds vote of those present and voting, provided that notice of the amendment shall have been given to all members of the Association at least three weeks prior to the meeting at which the vote is to be taken; or by ballot sent by mail recording a two-thirds vote from those returning ballots.

BYLAWS

ARTICLE I

NOMINATIONS AND ELECTIONS

- Section 1: NOMINATING COMMITTEE. The president shall appoint a Nominating Committee of three (3) members at least six months before the annual meeting. The past president shall be, ex officio, a member of this committee.
- Section 2: CANDIDATES AND METHOD OF VOTING. The Committee shall nominate candidates for the several offices and shall present these to the members in a ballot distributed by mail at least six weeks before the annual meeting of the Association. The candidates receiving the highest number of votes shall be elected.
- Section 3: ASSUMPTION OF OFFICE. The result of the election shall be announced at the annual meeting and the new officers shall assume office June first (1).

ARTICLE II

YEAR

The fiscal year of the Association shall be June 1 to May 31.

ARTICLE III

DUES

Section 1: Annual dues shall be due and payable on or before June 1. Any member whose dues are unpaid by January 1 in any fiscal year shall be deemed delinquent and shall cease to be a member of the Association.

Section 2: Dues shall be as follows:

- a. For Active Members, dues shall be computed on a sliding scale based on the current annual salary received by the member.

<u>Annual Salary</u>	<u>Annual Dues</u>
Under \$2400	\$1.25
\$2400 - 3599	2.00
\$3600 - 4799	3.00
\$4800 - and over	4.00

- b. For Associate Members \$1.00 annually.
c. For Life Members \$50.00.
d. For Institutional Members \$5.00 annually.

ARTICLE IV

MEETINGS

- Section 1: There shall be an annual meeting of the Association as hereinafter provided. Special meetings may be called by the Executive Board or by the president on request of six members of the Association. At least three weeks' notice of such special meetings shall be given, and only the business mentioned in the call shall be transacted.
- Section 2: The annual meeting of the Association shall be held sometime during the first two weeks in May, the exact dates to be decided upon by January fifteenth of each year and announced in the next issue of the MONTANA LIBRARY QUARTERLY.
- Section 3: At each annual meeting a registration fee shall be collected, the amount to be determined by the Executive Board each year.

ARTICLE V

COMMITTEES

- Section 1: **STANDING COMMITTEES.** The president shall appoint all standing committees subject to the approval of the Executive Board. Each committee shall consist of at least three members. There shall be the following standing committees:
- a. **MEMBERSHIP.** The committee shall endeavor to enlist a large and active membership in the Montana Library Association.
 - b. **PUBLICITY.** The publicity committee shall see that the Association is represented in professional journals in the library field, and in news publications throughout the state; collect and assemble examples of publicity to be deposited with the Montana State Library Commission for circulation throughout the state or for exhibit at Montana Library Association meetings.
 - c. **LEGISLATIVE COMMITTEE.** The Committee shall consider all legislation pertaining to libraries in Montana and make recommendations to the Association. The Committee shall also make arrangements for the Association to be represented during legislative sessions at which library legislation of interest to the Association is being considered.
 - d. **MONTANA AUTHORS COMMITTEE.** This Committee shall work closely with the P.N.L.A. Committee on Collections of Biographical Data on Northwest Authors and initiate and/or cooperate in any other studies concerned with Montana authors.
 - e. **LIBRARY DEVELOPMENT COMMITTEE.** This Committee shall work closely with the Montana State Library Commission to extend library service to all Montana citizens.

Section 1: f. PUBLICATIONS COMMITTEE. This Committee shall be responsible for the editing, production and distribution of the Montana Library Quarterly.

Section 2: SPECIAL COMMITTEES

- a. The president shall appoint a conference chairman and at least two (2) more members from the hostess city to assist the president in executing the program for the annual meeting.
- b. The president may, from time to time, appoint such other special committees as may seem desirable.

Section 3: COMMITTEE REPORTS. It shall be the duty of the standing and special committee chairmen to submit annual reports in writing at the annual meeting. If no annual meeting is held, reports shall be submitted to the president by May 1.

ARTICLE VI

DIVISIONS

Section 1: FORMATION OF DIVISIONS. Upon recommendation of the Executive Board, a new division may be formed by not less than ten members by a majority vote of the members of the Association present and voting at any annual conference; provided that, at least six months prior to the annual conference, the ten or more members submit a petition for the formation of the division to the Executive Board, and signify their intention to become charter members; and provided also that those members submitting the petition be actively engaged in the work that will be the special field of interest of the division.

Section 2: OFFICERS. The officers of the division shall be a chairman, a vice-chairman who is chairman-elect, and any other officers provided for in the bylaws of the Division.

Section 3: EXECUTIVE BOARD. The officers of the division and any other members provided for in the bylaws of the Division shall constitute the Executive Board of the division.

Section 4: MEETINGS. Annual meetings shall be held, concurrently with those of the Association.

Section 5: By June 15 of each year, the executive board of each division shall submit to the Executive Board of the Association a tentative budget for the support of that year's work; on the basis of this, and in the light of the Association's financial situation, the Executive Board of the Association shall allot a definite sum to each division, notification of the amount to be made to the division chairman by September 1.

ARTICLE VII

PARLIAMENTARY AUTHORITY

The rules contained in "Robert's Rules of Order, revised" shall govern the Association in all cases in which they are applicable and in which they are not inconsistent with these Bylaws.

ARTICLE VIII

AMENDMENT

These Bylaws may be amended by a two-thirds vote of those present and voting at any meeting of the Association.

The facts become increasingly plain. The handwriting on the wall is there for all to read. If the United States is to continue to move forward and to make its proper contribution to its children and to the world, its people must be willing to dedicate a much larger share than ever before in their human and material resources to the support of education. There is no point in searching for an alternative. There is none if we are serious in our determination to educate our people in such a way that through their collective assertion of the autonomy of human freedom over the otherwise meaningless drift of history they will secure the future life and enrichment of our culture.

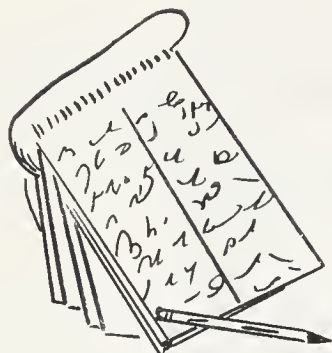
- Sterling M. McMurrin

Books have always a secret influence on the understanding; we cannot at pleasure obliterate ideas: he that reads books of science, though without any desire fixed of improvement, will grow more knowing; he that entertains himself with moral or religious treatises, will imperceptibly advance in goodness; the ideas which are often offered to the mind, will at last find a lucky moment when it is disposed to receive them.

Samuel Johnson. The Adventurer.

Laws die, Books never.

Bulwer-Lytton. Richelieu



NEWS AND



NOTES

Executive Director of NLW

Mrs. Mary Antunes has announced the appointment of Mrs. Barbara Houghton as executive director of National Library Week in Montana for 1963. We have been very fortunate in the excellence of our executive directors, and Barbara is right in the tradition.

Information Retrieval Institute

The University of Minnesota is holding an Institute on Information Retrieval September 19-22, 1962, under the direction of Dr. Wesley Simonton of the Library School. The purpose is "to present a concise picture of the present status of information retrieval, with consideration of current devices and techniques, their relation to traditional library and indexing procedures, and probable lines of future development."

The papers to be given will discuss methods of organization of personal, library and technical information center files. Speakers will come from the Library of Congress, the National Science Foundation, West-

ern Reserve University, M.I.T. and industry.

For further information write: Director, Center for Continuation Study, University of Minnesota, Minneapolis 14.

Butte Public Library

Sunday April 8 saw the formal opening of the new Public Library building in Butte. Those who have seen it are enthusiastic. The Association offers its congratulations and best wishes.

A Bookmark for Children

In an effort to help young children take proper care of books, The Children's Book Council has issued a bookmark giving suggestions. Designed by Hardie Gramatky, author-artist of Little Toot, Sparky, Bolivar, and various other picture books, it shows a number of books that beg for proper care. The colors are red, white and black and the illustrations should please children. The "Care for Books"

bookmark is available from the Council, 175 Fifth Avenue, New York 10, at 100 for 25¢. Orders under \$5.00 must be accompanied by remittance.

Translation of Children's Books

Eight papers on the translation of children's books, given at various library conferences, are now available in published form. The purpose is to help librarians to evaluate books translated from other languages and to understand how cooperation and understanding can influence quality of the selection. Orders for The Translation of Children's Books (in English) at \$1.50 each (payment with order required) should be sent to Mrs. Lisa-Christiana Persson, Bibliotekstjänst, Tornavägen 9, Lund, Sweden. Payment must be by bank draft made out to the Bibliotekstjänst.

New Manual for Small Libraries

Esther J. Piercy is preparing a manual on cataloging and classification for small libraries, particularly school libraries and small public libraries. It is scheduled for publication early in 1963 by the H. W. Wilson Co. Many of you will want to watch for it, or to ask the Company (950 University Ave. New York 52) to notify you when it is available.

Outlook for Youth

Have you seen the new Reference Shelf publication (vol. 34, no. 1) with the above title, issued by the H. W. Wilson Co. in March? The reprinted articles are by outstanding authorities. Arrangement is in

four parts: Part I Education; Part II Employment; Part III Marriage; Part IV a miscellaneous group of wide-ranging articles. Price \$2.50.

Notable Children's Books

The list of Notable Children's Books of 1961 was released April 1, and again it includes more non-fiction than fiction. 46 titles are on the list, the largest number ever selected. Quantity reprints of the list are available from the Children's Services Division, ALA, 50 E. Huron St., Chicago 11. Prices 25 for \$1.25; 100 for \$4; 500 for \$15; 1000 for \$25.

NLW Steering Committee

Donald H. McGannon, president and director of Westinghouse Broadcasting Co., Inc. has been appointed chairman of the Steering Committee for NLW, April 21-27, 1963. Vice-chairmen are Ken McCormick, vice president and editor-in-chief of Doubleday & Co., Inc., and James E. Bryan, director of the Newark(N.J.) Public Library and president-elect of ALA.

South Africa

This is the title and subject of vol. 34, no. 2 of the Reference Shelf series published by the H. W. Wilson Co. Edited by Grant S. McClellan, it is designed to give a clearer understanding of the tensions created in South Africa, and of the very real danger these tensions create for the free world. Price \$2.50.

Federal Library Positions

The United States Civil Service Commission has announced a new examination for librarians to fill positions paying from \$4,345 to \$13,730 a year, in the Washington, D.C. area and in foreign countries. For further information write to the United States Civil Service Commission, Washington 25, D.C. and ask for Announcement no. 277.

Important Reviews

The ALA has published in paperbound form the reviews from the Subscription Books Bulletin 1956-1960, first issued in March 1961 in cloth. It reprints reviews of 99 important and costly reference works and sets. Available from ALA at \$2.25 in paper, \$5.00 in cloth. This collection should be valuable to small libraries and their patrons.

Popular Composers

H. W. Wilson Co. announces publication of Popular American Composers: From Revolutionary Times to the Present, compiled and edited by David Ewen. It includes biographies of 130 composers, many portraits, and an index to more than 3500 songs and other compositions. Price \$7.00.

Foreign Librarians

The ALA International Relations Office is compiling a list of those libraries that are interested in employing foreign librarians. For further information, write to Joseph F. Shubert, assistant director of the IRO, American Library Association, 50 E. Huron St., Chicago 11.

Work-Study Programs

The Education Division of ALA recently reprinted a list of the accredited library schools having work-study programs. In our immediate vicinity are the following:

University of Denver. Ten half-time library assistant positions and five full-time library assistant positions in the U. of D. Libraries. Also student assistant work on an hourly basis.

University of Minnesota. Several graduate library assistantships. \$150 or more per month for half-time work. By attending library school half-time also, the degree program can be completed in less than two years.

University of Washington. Special librarian-trainee programs are in effect in the Snohomish County Library, the Tacoma Public Library, and the King County Library. Programs are also in effect in the Seattle Public Library, the University of Washington Libraries and others nearby.

Tuition at these schools are as follows: Denver - \$16 per quarter hour; Minnesota \$180 per quarter (non-resident); Washington \$105 per quarter non-resident. (Information from ALA Education Div. Newsletter, March 1962).

Scholarship Fund

We have sold enough copies of Books Are Friends to pay for it and I believe there is now a little money trickling into the scholarship fund. Marjorie Vivian saw a copy on the new bookshelf of the Graduate Library School at Columbia, where she was studying this year. We hope that in the fall we can make a fresh drive to sell as many as we can in a short time.

News of Other Libraries
and Associations

Mississippi

Mississippi L. A. offers a \$300 annual scholarship for library training. The recipient is expected to engage in library work in Mississippi for two years after being granted the award.

Saskatchewan

Miss Donaldson's report on her year's work as Provincial Librarian of Saskatchewan is always interesting. Two points that she makes in her 1961 report may not be new to us, but are worthy of repetition:

1. "Trustees are the most influential people in the matter of public library development;
2. The modern image of the public library as an agency for education and inspiration, as well as for recreation, must be clarified and emphasized."

She goes on to say: "The increasing publicity emphasizing education as a continuing process, the rapidly increasing number of years of formal schooling of the average citizen, the increased co-operation between library trustees and librarians, the formation of active library trustee organizations, and a more active and positive public relations program on the part of libraries - all these will undoubtedly accelerate the improvement of library services".

Regional library development is progressing in Saskatchewan: the

Qu'Appelle Valley has set up a provisional committee; 7 new municipalities joined the 20 others already in the North Central Saskatchewan Regional Library; 18 municipalities are willing to participate in the proposed West Central region. We have much in common with Saskatchewan.

Virginia Walton

Your editor has recently received news of Virginia Walton. She has resigned from her position with the Missouri State Library and is now Librarian at the Haskell Institute in Lawrence, Kansas.

Congratulations

Congratulations to Inez Herrig on her successful bond issue, which will build her a new library building!

Montana Library Association
Officers
1962/63

President: Mrs. Mary Antunes, Havre
Vice-president and President-elect:
Natalie Sliepcevic, Anaconda
Secretary: Mrs. Letitia Johnson,
Missoula
Treasurer: Mrs. Rita M. Nelson,
Montana State University Library
Missoula
ALA Councilor: Kathleen Campbell,
Missoula
PNLA Representative: Mrs. Ruth Longworth, Missoula

STATE LIBRARY COMMISSION
SOUTH AVE. & MIDDLESEX
MISSOULA, MONTANA



